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ABSTRACT

This guide provides the job instruction course tutor with materials for a 13-session training program for job instructors. An introduction provides information helpful as a prelude to the actual training, covering such topics as the problems of mixed ages and experience, surviving the first course, student involvement, small group skills, and the training room environment. The 13 sessions cover these topics: the introductory session; getting it straight (job training and learning); communications, motivation, and human relations; the learning process; the 10 principles of good job instruction; instructional methods; aids to instruction; preparation for the job instruction; confirming the learning; administrative tasks associated with job instruction; how am I doing? a practical exercise; how am I doing? a knowledge-based exercise; and the concluding session. Each session follows a similar outline with these components: an information sheet that provides a synopsis, list of objectives, suggested student measurement technique, list of materials; subject explanations for the tutor; examples; class tasks (with necessary information and materials); group tasks; practical tasks (with required information and materials); and collection of feedback. Any necessary handouts or transparency masters are provided. (YLB)

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ON-THE-JOB TRAINING

– A TUTOR GUIDE FOR TRAINING JOB–INSTRUCTORS –

Vocational
Training
Council

CE051677

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PREFACE

This tutor guide continues the work carried out over the years in the field of instructor training. Various training agencies have been and are still involved, and this guide is intended to operate in parallel, particularly with programmes of the Industrial Training Service, which conducts in-company programmes as part of the overall Training Within Industry operation.

The tutor guide contains three elements. First, a sequence of sessions to be followed in presenting the job-instruction programme. Second, it reviews some elements of course management which are often forgotten by many tutors. Third, written supporting material the tutor needs for each session, which takes into account the potent instructional strategy of syndicate or group task work.

One other factor will be of interest to the reader. The tutor guide was written to exemplify the principle, "The tutor should be the facilitator of student learning - not a walking-talking text book". There is no place in this course for '*lectures*' on job-instruction and '*theoretical session*' on instructional practices. We have therefore written this guide to incorporate the essential elements of job instruction and confirmation.

We hope you find this tutor guide a useful source of reference in your job-instruction programmes.

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INTRODUCTION

This programme was developed because there is a need for an effective training course, for those involved in instructing vocationally related skills, and because such a course is not readily available to all employers. With recent predictions of the job market showing an increased need for individuals to acquire such skills; it is necessary for you, the Job Instruction Course Tutor, to be able to devise an effective, efficient and stimulating means to train Job-Instructors.

The goal of this tutor guide is to show you how to design, produce and conduct a Basic Job Instruction Course that will *achieve* the training aim.

> *"'Achievement' is the knowledge that you have studied and worked hard, done the best that is in you. 'Success' is being praised by others, and that's nice, too, but not as important or satisfying."*
>
> *Actress Helen Hayes*

> *"A course is simply a validated set of instructional material which has the purpose of enabling students to achieve certain pre-specified objectives."*
>
> *Norman T. Bell*

COURSE OBJECTIVES

COURSE OBJECTIVES

When the students have successfully completed this course of instruction, they will be competent to undertake the following Job Instruction functions:

1. Provide the elements needed in the job instruction setting to maximise learning.
2. Determine basic training needs in their area of responsibility.
3. Apply the step-by-step process of instructional material development.
4. Apply the principles and practices of the "Job Instruction Model" in their own training area.
5. Carry out effective job-training.
6. Record, review and subsequently revise their job-instruction.

This guidebook will thus provide a recommended sequence of *sessions* which have proven effective in designing, conducting, and revising a Basic Job-Instruction course.

IMPLEMENTATION

SESSION IMPLEMENTATION

To develop an effective session you will need:

1. A written description of the session (a synopsis).
2. A statement of the session's aim written in behavioural terms.
3. A measure to see if the desired learning has been achieved.
4. The instructional materials, including:
   (1) Subject Knowledge & Skills Information.
   (2) Audio-Visual aids.
   (3) Equipment-boards, charts, etc.
   (4) Handout material:
      (i) Examples
      (ii) Work Sheets & Precis
      (iii) Practical Exercises
5. Information resulting from reviewing the session with your students at the end of the course.
6. Helpful suggestions.

This guidebook will direct you through each of the thirteen course sessions. Thus the book is divided into thirteen parts, and with the completion of each, you will have completed that session of your course.

An overview of the sessions and their components are shown on page 3.

AN OVERVIEW : BASIC JOB INSTRUCTION COURSE

THE INTRODUCTORY SESSION	1	The wrong first 30 minutes of training.
	2	First 30 minutes (or so) of training.
	3	A film on "Training" or "A statement for the "Need for Job-Training".
GETTING IT STRAIGHT	1	Job training defined
	2	Job Training and Education compared
	3	Learning defined
	4	Summary
COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS	1	Communications: The Instructor's tool of the trade.
	2	Motivation
	3	Human Relations
	4	Summary
THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR	1	How and why people learn
	2	The mechanics of learning
	3	The learner and job instructor
	4	Exercise 'First Time Up'
	5	Summary
THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION	1	The ten good principles
	2	Exercise 'Ten Commandments'
	3	Summary
INSTRUCTIONAL METHODS	1	Instructional methods
	2	Exercise"?"
	3	Summary
AIDS TO INSTRUCTION	1	Aids to instruction
	2	Exercise "Training Aids"
	3	Summary
PREPARATION FOR THE JOB-INSTRUCTION	1	Preparation for job-instruction
	2	Exercise "writing learning objectives"
	3	The job-breakdown
	4	Exercise "Hang-Up"
	5	The Training Task-Breakdown
	6	Attitudinal Training
	7	Summary
CONFIRMING THE LEARNING	1	Overview
	2	Exercise writing criterion measures
	3	Fault recognition and analysis
ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION	1	Introduction
	2	Records and Reports
	3	Summary
HOW AM I DOING? A PRACTICAL EXERCISE	1	Exercise 'Plugs & Sockets'
	2	Summary
HOW AM I DOING? A KNOWLEDGE BASED EXERCISE	1	Exercise "Induction Training"
	2	Summary
THE CONCLUDING SESSION	1	The closing overview
	2	Reaction Questionnaire
	3	Class debriefing
	4	Follow up action
	5	Course Administration

HOW TO USE THIS GUIDE

To assist you in conducting an effective training course this guidebook will treat each session in a similar manner. Each session will follow a similar outline in which you will see the following symbols:

SYMBOL	INTERPRETATION
SUBJECT EXPLANATION	You will be given *an explanation* of the subject matter, from which you can develop your own explanation for your students.
EXAMPLE	You will be given *an example* of a case, situation, discussion point, etc. This will serve as a basis for your development.
CLASS TASK	You will be given *information* and *materials* relative to the particular subject for the *class* to perform a knowledge based task.
GROUP TASK	Similar to CLASS TASK but however, class splits into work *groups*.
PRACTICAL	You will be given *information* and *materials* relative to a particular task for the class to perform a practical task.
WRITE REWRITE	You will write, rewrite, or record results of any feedback on a board or the form provided.

You are now ready to begin the development of your instructional programme. However, before launching into Session 1, read carefully the Prelude to Training. For some of you much of the material will not be new, others may not agree with it all, but without exception, we all need to be reminded of its contents occasionally.

THE PRELUDE TO TRAINING

1 THE PROBLEMS OF A MIXTURE OF AGE AND EXPERIENCE ON YOUR INSTRUCTOR TRAINING PROGRAMME

INTRODUCTION

There are few things that worry a tutor more than the suspected presence in the classroom, of a number of *experienced* or *expert* students. Here are a few suggestions you may like to employ, to allay your fears and get better results.

KNOW YOUR STUDENTS

Most of us remember our first public speaking training and the teacher's sound advice "Know Your Audience". This applies equally in the training setting. "Know your students". Don't make assumptions that because people differ in years they differ in experience on the same basis. You will of course have a range of students:

FROM: - *"I've heard it all before" - and lets you know it.*
TO: - *"I've heard it all before" - but remain sullen.*
THRU: *The experienced student who strengthens your hand.*

The basic rule for handling this variance is to use the students experiences to *your advantage* rather than let them use it to *your disadvantage.*

> **REMEMBER**
>
> EXPERIENCE CARRIES A LOT OF WEIGHT WITH THOSE WHO DO NOT HAVE IT!

PROTECT THE 'OLDER EGO'

Many of your students, although skilled and experienced at work, feel somewhat out of place in the classroom. For a few they may even resent being there. Some people find it hard to accept they need Instructor Training, particularly if they have been 'instructing for years'. These people are a potential source of problems for the tutor, for this assault on their ego may be hard to accept. This is likely to cause you the following reactions:

- *"Go on prove it".*
- *"Only theory, I told you so".*
- *"Been there - done that".*

The basic rule here is to give this person some attention early in the course, agreeing where you can - "thats very interesting - good point. Right now lets deal with ...". Or alternatively, "Good point - lets talk about that after this session".

YOUR EGO MIGHT SUFFER
BUT YOU CAN PROTECT
THE STUDENTS' EGOS

PROTECT THE YOUNG EGO

Young students will also have rights and feelings, you should be equally concerned about these. Here your human relation skills must come into play, try and decide what they know, or don't know, and how they feel about the prospect of a mixed age group course. These trainees are likely to react, through:

- *Unwillingness or inability to answer questions.*
- *Self conciousness about their lack of experience.*
- *Non-participation.*

To assist these trainees get them to assist you early in the course, ask for volunteers. Let these students move at their own pace and, assure them that there is no time pressure. Finally, teach at their own level, rather than aiming over their heads.

KEEP IT SIMPLE,
ACTIVE AND DIRECT

2 SURVIVING YOUR FIRST BASIC JOB INSTRUCTION COURSE

INTRODUCTION

It does not matter how much material you know, how well you prepare, how many times you rehearse, no matter what form of tutor training you have had..., sooner or later you will have to conduct your first Basic Job Instruction Course. At this point your worst fears are realised: You don't really have much native talent in this newly appointed task! At least you are 'typical', since that's the way we all feel when the fateful day is upon us.

BASIC REASONS, WHY?

If you can identify with the above scene, you may have wondered, do I have to feel like this - could this have been avoided? Well, there is a simple answer to the question - "Yes"; but of course, that really doesn't help you. So lets look at the problem a little deeper.

There are four basic reasons for pre-course panic:

- First, there are too many things to be remembered, many of them unfamiliar to you.

- **Second**, stage fright sets in.
- **Third**, insecurity (discussed in section 1).
- **Finally**, we have no comfortable habits or precident to fall back on.

WHAT CAN WE DO?

Remembering It All

The normal self-induced remedy usually follows one of two courses:

- **Either**: We try to cram it all into our head and wait for the gun, trying to bravely perform without a page of reference material.
- **Or**: We will write a guide covering every single minute of the course and use a handcart to carry the notes around in.

Both of the extremes are self-defeating, the answer obviously lies between. There is nothing wrong with a *well organised note book*.

THE ANSWER IS NOT
MORE OR LESS NOTES
IT'S
BETTER NOTES

STAGE FRIGHT

Here the physical answer is preparation, the mental solution is self-confidence. Regardless of what you may think, there are few recorded instances of students eating up a perfectly good tutor, especially if the tutor is knowledgeable in an area they are not. Become a facilitator of their learning and they will respect you for it.

BE A FACILITATOR
NOT
A TALKING TEXT BOOK

3 GETTING THE STUDENTS MORE INVOLVED

INTRODUCTION

If the educationalist and psychologists can be thanked for one good piece of information, then it's that the *learner* must be involved for learning to happen. Learning is a "self-activity", no one can do it for us. We can encourage students to become involved by skilful design of our training course.

STUDENT INVOLVEMENT

Many instructors view student involvement as *an aid* that can be plugged in at any time in the session. To be truly effective, involvement should be a natural part of the teaching-learning process. In other words, it should be a *planned event*. The lesson objective should be the clue as to how much involvement is appropriate. The best involvement often occurs when the students are engaged in *meaningful discussion*, trying to reach a consensus, win an argument or convince others.

HOW TO GET THE DISCUSSION GOING

There are many ways to keep an otherwise stale knowledge-based lesson alive, some of these are:

1. Simply ask the group to write, sort, identify or perform a completion exercise.
2. Questions and answers.
3. Redirect a student question.
4. Take part in a visual presentation.
5. Break up for sub-group (syndicate) activity.

INVOLVEMENT
MUST
BE MEANINGFUL

4 DEVELOPING SMALL GROUP SKILLS

INTRODUCTION

Many tutors - especially new ones - need help to develop these techniques, their 'stand-up' skills for working with groups. The Basic Job Instruction Course lends itself to a high proportion of group work, so skill in this area is 'a must'.

ADVANTAGES OF SMALL GROUPS

There is nothing new, or highly scientific, about dividing a class into small groups. The process is often referred to as 'syndicate work'. But how many of us clearly understand the advantage of using this method of learning? Small groups tend to encourage maximum involvement in the following ways:

1. Non-participants feel freer, and less threatened than by being wrong in front of a large group.
2. There is greater self-commitment to what is being discussed, planned or made. Hence, a higher probability that the experience will result in action.
3. Quieter individuals are less likely to get ignored.
4. The stimulating process of inter-group competition can be used.
5. Individual tutoring, with its greater effectiveness, is possible.

HOW BIG SHOULD THE GROUP BE?

Experience shows that different sized groups produce different results. Generally the following guide holds true:

GROUP SIZE	RESULT
2	Not really a group in effect.
3	Barest minimum, limited in its capacity to generates ideas and perform deduction.
4	Reasonably effective, good when balanced exercises are used.
5 - 6	Best size. Good results from maximum interaction.
7 - 8	Fair. Beginning to get a bit big.
9 - Plus	Unsatisfactory. Sub-groups start to form, projects take longer, participants go off at tangents or get in each other's way. Shy persons can hide.

ARRANGING STUDENTS INTO GROUPS

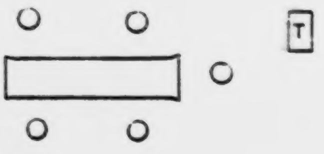
It is beyond the scope of this guide to discuss the subject of group dynamics, but nevertheless, it does undoubtedly have a bearing on the issue. We will simply look at some popular methods that tutors of basic job instruction courses might like to use, and highlight their characteristics.

TYPES OF GROUPS

There are six basic ways of dividing your class to form work groups. The students function in each is to *get involved*, yours differs from type to type:

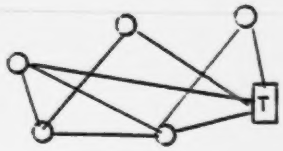
1. TASK GROUP
2. DISCUSSION GROUP
3. BRAINSTORMING GROUP
4. TUTORING GROUP
5. DEVELOPMENT GROUP
6. DISCOVERY GROUP

TASK GROUP



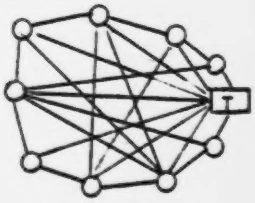
1. Specify task to do.
2. Tutor's role is outside the group, listens to ensure task is progressing correctly.
3. 4-5 ideal.
4. Tutor provides feedback if required.

DISCUSSION GROUP



1. Students free to discuss *the topic* in hand.
2. Normally follows a task.
3. Tutor involved but is not to dominate.
4. Cut-off discussion when students 'dry-up'.

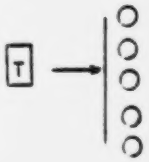
BRAINSTORMING GROUP



1. Established for a specific purpose.
2. Needs knowledge of the technique by an instructor to be effective.
3. Students need careful briefing.
4. Good for larger groups.
5. Limited use by tutors.

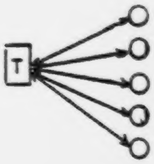
TUTORING GROUP

(1)



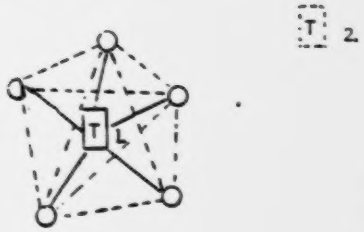
1. Material presented directly to all at same time.
2. Beware not to lecture.

(2)



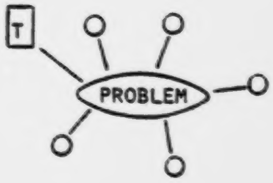
1. Material presented individually.
2. Tutor assists students individually.
3. Usually arises out of (1) through questions, corrections or individual tasks.

DEVELOPMENT GROUP



1. To help students to explore a subject.
2. Tutor central (1) to start with to get the process working by questions to and from.
3. Once the students are underway, tutor takes a passive stance outside the group (2).

DISCOVERY GROUP



1. Focus is only on the problem.
2. Objective is - a solution.
3. The tutor becomes an active member of the group.
4. As solution is approached the Tutor becomes more passive.
5. Solution must come from the group which must be committed to it.

5 THE TRAINING ROOM ENVIRONMENT

INTRODUCTION

This section concerns the training environment in which you conduct the three day Basic Job Instruction Course. To add an extra dimension to the overall effectiveness of your course, a conducive training environment must be created. Every single element in this setting - colour, lighting, ventilation, room size, syndicate facilities, shape, furniture and equipment - will influence the performance of your students. For you to provide a setting where a group of adults can be enclosed comfortably, and work productively for eight hours, the following points need to be considered:

1. The room should be set out to reduce fatigue so students are alert throughout.
2. Avoid features that cause loss of attention and concentration.
3. Select the best arrangement for student interaction and communication.
4. Provide the best arrangement for working group identity.
5. Know how the tutor can best impart information and lead discussions.

ROOM CHARACTERISTICS

Shape

A square room brings people together, psychologically as well as physically. Both sight and hearing are facilitated. In no case should your training rooms length exceed its width by more than 50 percent.

Room Size

Three important decisions need to be made here to determine the room size:

- First: How many students are there?
- Second: What furniture arrangement do you require?
- Third: Will the syndicate work take place in the room or elsewhere?

As a guide you should allow 3-4 square metres per individual, larger if the syndicate work is being done in the room as well.

Windows

Windows have no place in a training room, their function is far outweighed by their distractions, such as:

- Sunlight
- Weather
- Noise
- Discontinuity
- Drowsiness
- External activity

Lighting

This must be constant and fully controlled (a standard normally used is 70 foot candles at working level) These should be ceiling recessed, with a ceiling height of at least 3 metres.

Screens or Room Dividers

Some form of dividers enhance a training environment if syndicate work is to be conducted in a common room.

Furnishings

Tables This is a difficult area to comment on in general terms. Much depends on the use to which you put them. Generally you should allow each student 75cm x 60cm of working space. Experience has shown a 150cm by 70cm table ideally meets most requirements.

Chairs Chairs are the principle cause of fatigue on courses for adult learners. One hidden message here is, do not submit your students to long periods of inactivity. Appearance should be secondary to function when selecting a chair. However, most of us will have to rely on the judgement of others, in this matter. The course tutor should have a special chair. While it, too, is intended to provide comfort and reduce fatigue, the chair should be different from that of the students. The tutors guiding and leading role, can be physically and psychologically enhanced, through the use of a chair with swivel seat and adjustable height. Such a chair will allow height dominance and eye contact with all participants.

By taking a good look at the environmental factors that have an impact on your training, you will find your programme can achieve an even greater level of success.

SESSION I

we are here

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

1 The wrong first 30 minutes of training.
2 First 30 minutes (or so) of training.
3 A film on "Training" or "A statement for the "Need for Job-Training".

THE INTRODUCTORY SESSION

THE INTRODUCTORY SESSION

SYNOPSIS

This session introduces the need for the Basic Job Instruction programme. It offers an early opportunity for work group participation, and is therefore vital to the success of the sessions that follow. So often this opportunity is wasted or used to achieve only negative student motivation. It involves structured group mutual introductions, setting of pre-course and post-course objectives, and directed discussion. The concept of Job Instruction will be explained using a media based exercise, discussion and a quiz.

OBJECTIVES OF SESSION 1

Upon completion of this session the students will:

1. Be able to explain the need for the Basic Instruction Programme.
2. Have formed an effective working-group relationship with the members of their syndicate.
3. Stated their reason for attending the course.
4. Written their pre-course and post-course objectives.

MEASUREMENT

1. Each course member will write at least one good reason for attending the course.
2. Each course syndicate will select a spokesperson who will:
    (1) Introduce their syndicate members to the class.
    (2) Show and explain, using the OHP, their syndicates:
        Precourse and postcourse objectives.
    (3) Each course member will complete a quiz with syndicate results being announced.

MATERIALS

The following materials will be needed for this session:

1. OHP transparencies as indicated (enclosures 1 & 2)
2. OHP transparency blanks.
3. Range of felt pens.
4. Introducing Myself forms (Appendix 1).
5. Film & Projector, or Cassette Tape player.
6. Paper for writing.

1 THE WRONG FIRST 30 MINUTES (OR SO) OF TRAINING

SUBJECT EXPLANATION

The instant a course begins, a roomful of relaxed, happy, talkative adults; is suddenly transformed into timid, dutiful pupils. "Well folks its time to make a start", triggers off the process - expressions are attentive, pens are poised and note books opened in a business-like fashion.

You, the Tutor, have their undivided attention, maybe for the only time in the course. The groups expectations are high, this is a rich moment, for regardless of the quality of your instruction, for the next 30 minutes the students will assume their highest learning potential. Every face in the room is saying "I am ready - start talking"! The problem is most instructors do just that - for the next 30 minutes - and the best opportunity to establish a good working relationship is lost forever.

EXAMPLE

Lets take a close look at the wrong type of course opening, step by step, and note the probable thoughts of an eager *adult student.*

Step one: Successful welcome at the door, hands shaken, jokes made, names caught (or at least some), compliments made; in fact the instructor has been established as a likeable, creditable individual.

Step two: Session begins. Small talk and the *inevitable joke.*

THINKS: "Told you these tutors always begin with something humorous, trying to loosen us up".

Step three: The inevitable round of uncomfortable, boring, self-introductions and short biographies.

THINKS: "Why - I can't do that I haven't anything of interest to tell this group. I will look a right idiot".

Step four: The "tell them what a great course it is" point, "how important it is, give an explanation of the *teaching objectives***". Finally, tell them, "they are going to enjoy it!".**

THINKS: "I know - I read all that in the precourse material, lets get on with it!"

Step five: Obviously the class attention is beginning to lag. A faint bell rings 'keep them active'. "Are there any questions so far?"

THINKS: "Heavens, he expects me to ask a question.?"

Step Six: That didn't work very well, let's try another tack. 'Tutor tries asking the class a question'.

> THINKS: *"the course hasn't begun yet, whats the point of asking me questions, how am I supposed to know?"*

Step Seven: Someone is so confused about what is going on, that they are foolish enough to ask a question? This is the excuse the instructor needed, the 'break-through'. 'A detailed extensive answer follows'.

> THINKS: *"What's all that about? All I wanted was a 'yes' or 'no' reply."*

Step Eight: Beginning to panic at this point. Better give them another assurance that they are going to find this next 3 days very interesting.

> THINKS: *"I hope so - but when is it going to start?"*

By now the course members have 'jellified'. They have assumed escaping postures, waiting in the vain hope that something will save them. But our tutor, having blown the introductory session, is stuck - worse still has a hard job to recover the situation.

All that remains is another, "O.K. folks lets get this show on the road".

2 PRESENTING THE FIRST 30 MINUTES

SUBJECT EXPLANATION

HOW TO PRESENT YOUR FIRST 30 MINUTES
OF THE BASIC JOB INSTRUCTION COURSE

What has that course instructor achieved in the first 30 minutes? Well, all that it has really achieved is to cast the students firmly into the role of pupils, and the instructor as the teacher. The problem with such introductory sessions is not that they cover the wrong material *but that they ever happen at all.*

For an answer to this problem you must demonstrate to your students, from the outset, that it is worth their effort to learn the material. Furthermore, show that your role is a *facilitator* of that learning, not a walking-talking text book!

Here are the guiding principles to be used throughout this session:

1. Begin to form the class community early.
2. Encourage the students to examine and correct any non-productive aims they may have brought to the course.
3. Encourage students to formulate definite in-course and post-course objectives for themselves.

SUBJECT EXPLANATION

TELL THEM WHAT YOU ARE GOING TO TELL THEM. BRIEFLY OUTLINE THE COURSE FORMAT, AND DEAL WITH ANY ADMINISTRATIVE MATTER (REGISTRATION, MEALS, ETC.).

Note: Do not give a detailed brief on the course objectives.

SUBJECT EXPLANATION

BEGIN TO FORM THE CLASS COMMUNITY EARLY

Unless the group is very large (unlikely in this particular course) the Tutor should make eye contact with, and direct one comment or question, to every member. Thus, it will avoid discovering a stranger later in the course. Personal contact can be made on the course during the routine matters and the first exercise.

CLASS TASK

CLASS MEMBERS ARE TO WRITE THEIR REASON(S) FOR ATTENDING THE BASIC INSTRUCTION COURSE. THEY SHOULD INDICATE AGAINST THEIR STATED REASON WHETHER THEY THINK THE REASON IS GOOD - INDIFFERENT - POOR. NO NAMES ARE TO BE ATTACHED. COLLECT A PAPER FROM EACH STUDENT.

SUBJECT EXPLANATION

The Tutor can safely assume people will be there for a number of reasons, most of them the wrong ones. "Fred got sick and I've been sent in his place." "My boss sent me" or "To see what training is all about". A few come with appropriate reasons, such as "To evaluate this course for use by our company" or "To improve my assessment techniques". And, others come with indifferent reasons; "To learn the course material" or "To try and improve". The student should be acquainted with this information. So now the instructor can use the returns from the class task to illustrate that:

- "Try to improve", should be, "will improve".
- "Learn course content", should be, "improve my performance".
- etc., etc.

CLASS TASK

1. ISSUE MEMBERS WITH REASON(S) FOR ATTENDING (AFTER COLLECTION AND A SHUFFLE). CLASS MEMBERS ARE TO LOOK AT THIS REASON(S) FOR ATTENDING THE COURSE AND DECIDE IF THE ORIGINATOR'S RATING (GOOD-INDIFFERENT-POOR) IS ACCEPTED AFTER YOUR EXPLANATION.
2. SECOND, GET THE STUDENT TO REWRITE THE REASON IF IT CAN BE IMPROVED.

3. ON THE FORM INTRODUCING MYSELF REWRITE YOUR REASON FOR ATTENDING THE COURSE IN THE SPACE PROVIDED. IF YOU FELT YOUR REASON WAS POOR OR INADEQUATE BEFORE WRITE A NEW ONE.

WRITE REWRITE

DURING THE POST-TASK DISCUSSION:

1. DETERMINE HOW MANY PEOPLE SAW 'A POOR' OR 'INADEQUATE' RATING, EITHER THEIR OWN OR SOMEONE ELSES.

2. DETERMINE HOW MANY PEOPLE FELT THEY FINALLY WROTE A BETTER REASON FOR ATTENDING ON THEIR INTRODUCTION FORM

SUBJECT EXPLANATION

ENCOURAGE STUDENTS TO FORMULATE DEFINITE IN-COURSE AND POSTCOURSE OBJECTIVES

During the course so far your students have been both active and productive. It is now important for them to move amd make direct contact with others as a work syndicate. Their first instinct was to claim a territory and establish themselves in it; but if they leave their seats and relate to other course members on neutral territory, 'they will be more willing to work together'.

By seating the students in small groups of 4 or 5 and briefly addressing each group you can set the scene for some good group work. Views on whether to change groups or not for each exercise differ. For this course it has proven better to keep the syndicates the same throughout, but, change the class seating plan each day.

Note: Groups should not be allowed to form on an ad hoc basis. That way you would end up with the same trades, sex and possibly company in one group. The tutor should have decided the composition of the syndicates prior to the course, taking care to get the right mix of sex, age, and experience. It's a good idea to have these syndicates listed for all to see. This inhibits the student who wants to change groups for no good reason.

CLASS TASK

STUDENTS ARE TO COMPLETE PART TWO IN THE FORM: INTRODUCING MYSELF. DO NOT TAKE TOO LONG OVER THIS TASK.

GROUP TASK

STUDENTS WILL FORM INTO THEIR RESPECTIVE SYNDICATES AND INTRODUCE THEMSELVES TO ONE ANOTHER. INTRODUCTORY CONVERSATIONS SHOULD BE ALONG THE LINES OF THE GUIDE. IT IS IMPORTANT FOR EVERYONE TO MAKE EYE CONTACT, TALK WITH, AND SHAKE HANDS WITH EVERYONE ELSE.

SUBJECT EXPLANATION

STUDENTS ARE TO FORMULATE DEFINITE IN-COURSE AND POST-COURSE OBJECTIVES FOR THEMSELVES.

Establishing an explicit sense of individual objectives is an essential and critical function of the introduction session. People usually have two general forms of objective (aim) when they come on a course.

- First, they want to do well, i.e. make the proper response.
- Second, they intend to learn the material, i.e. gobble up the theory and concepts you, the Tutor, are supposed to have.

Usually they have only a vague notion of post-course aims. They know that what they learn will help them to do a better job - how, why, when and where is as yet undefined.

That form of objective is too general, particularly for a course of students whose intent is to improve performance, rather than pursue academic knowledge. The students who want to 'gobble up the content' will exhaust themselves, and probably you. Those who want to do well will spend the course trying to figure out how to please you with the appropriate answer, rather than concentrating on an effective performance.

The objective of the next group exercise is to prepare students for the 'real world', on the *first day*, in the *first session*. Moreover, emphasise the course consists of what *they* do.

GROUP TASK

1. GROUP MEMBERS ARE TO INDIVIDUALLY WRITE AT LEAST ONE, AND NOT MORE THAN THREE, IN-COURSE AND POST-COURSE OBJECTIVES ON THEIR INTRODUCING MYSELF GUIDE.
2. WHEN ALL MEMBERS HAVE WRITTEN THE TASK A SPOKESPERSON FOR THE GROUP IS TO LEAD OFF DISCUSSION ON EVERYONES OBJECTIVES. MEMBERS SHOULD FREELY DISCUSS WHAT THEY HAVE WRITTEN.
3. AFTER DISCUSSION THE SPOKESPERSON MUST GET ALL MEMBERS TO AGREE ON ONE CONSOLIDATED IN-COURSE AND POST-COURSE OBJECTIVE TO PRESENT TO THE CLASS. THIS MUST BE WRITTEN ON A OHP BLANK. SPOKESPERSON IS TO COLLECT UP 'INTRODUCING MYSELF GUIDES'.

CLASS TASK

WHEN CLASS HAS REASSEMBLED THE SYNDICATE SPOKESPERSONS, IN TURN, BRIEFLY INTRODUCE SYNDICATE MEMBERS AND PRESENT THEIR CONSOLIDATED OBJECTIVES TO THE CLASS FOR COMMENT.

NOTE: Tutor will have to help with the OHP and push the discussion along if the class is still slow to participate.

EXAMPLE

"My name is Bob White and I have been elected spokesman for Syndicate 1, let me introduce my other three syndicate members, Jan William who is a machine operator at _____, here in Christchurch, and etc., etc...
We had a lot of debate to consolidate our objectives, but here they are:

> "In-Course: To learn, to develop and prepare a job-breakdown for a practical training, also to learn to present on-the-job instruction.
>
> Post-Course: To make a better performance of training people and keeping records."

"Would anyone like to comment?"

WRITE — REWRITE

Explain to the course that this concludes this part of Session 1, their "Introducing Myself Sheets" will be retained for use later in the course.
The Group objectives should be copied on A3 paper and posted on the notice board, to be 'revisited' at the end of the course.

TAKE A SHORT BREAK

2 THE FILM "YOU WILL SOON GET THE HANG OF IT"

SUBJECT EXPLANATION

USING THIS PART OF THE
INTRODUCTORY SESSION

Note:

1. *The use of a 35mm film projector can bring realism into the classroom but be careful how you use it. In general the film should be divided into parts with each keyed to your presentation. But*
    - *Films become outdated.*
    - *It is difficult to get a film containing exactly what you want.*
    - *Classroom black-out can be a problem, student contact is minimal and it is often more distraction than it is worth.*
2. *If you have to break up the productive working atmosphere, you have worked hard to establish, by taking your student away to a projection room, forget about using the film. Use the alternative suggested in section 3 of this session guide.*

CLASS TASK

STUDENTS ARE TO READ THE SCRIPT; THEN VIEW THE FILM IN THE CLASSROOM (IF NECESSARY SHOW IT TWICE) MAKING A NOTE OF ANY WORD, COMMENT, STATEMENT ETC THEY DO NOT CLEARLY UNDERSTAND.

GROUP TASK

1. WORK GROUP MEMBERS SHOULD COMPARE COMMENTS AND DISCUSS WORDS, TERMS, COMMENTS AND STATEMENTS; IN TERMS OF INTERPRETATION OF MEANING.
2. EACH GROUP IS ALLOCATED ONE LOGICAL SECTION OF THE FILM TO CLOSELY ANALYSE FOR ITS MESSAGE AND TO BECOME CLASS 'EXPERTS' ON THAT AREA. THE TUTOR SHOULD BE ON CALL TO ASSIST HERE.
3. PREPARE ONE SOUND QUESTION TO ASK EACH OF THE OTHER SYNDICATES ON THEIR AREA OF THE FILM.
4. ELECT A NEW SPOKESPERSON.

CLASS TASK

1. WHEN THE GROUP WORK FOR THE FILM "YOU WILL SOON GET THE HANG OF IT" IS COMPLETED, CLASS REFORMS AND EACH SYNDICATE IN TURN:
   (1) PRESENTS THEIR 'EXPERT' INTERPRETATION, VIEWS ETC., ON THEIR AREA.
   (2) 'FIELDS' QUESTIONS FROM OTHER SYNDICATES.

Note: 1. Tutor should encourage the spokesperson to redirect questions to their syndicate members.
2. Keep the exercise moving.

CLASS TASK

CLASS MEMBERS ANSWER A SERIES OF TEN 'TRUE-FALSE' QUESTIONS ON THE FILM.

Note: 1. Members to cover their film scripts.
2. Question must be prepared correctly - "practice what you preach".

WRITE — REWRITE

GET SYNDICATE SPOKESPERSON TO BRING TOTAL SCORES AND A NOTE OF QUESTIONS WHERE 50% OR MORE OF THEIR GROUP MADE THE INCORRECT RESPONSE.

EXAMPLE

(1) GIVE FEEDBACK TO CORRECT ERRORS
USE THIS OPPORTUNITY TO SUMMARISE (OHP)

(2) WRITE ON THE BOARD THE SYNDICATE SCORES EG:

SYN 1.	SYN 2.	SYN 3.	SYN 4.
35/40	30/40	31/40	34/40

(3) DECLARE THE WINNER.

Note: 1. *Do not enter into arguments on the question or answers.*
2. *Go and converse with the losing group, if a tea break is taken at this point join this groups members first.*
3. *This session leads logically to the next - Getting It Straight.*

TAKE A BREAK

3 THE NEED FOR TRAINING ON-THE-JOB

SUBJECT EXPLANATION

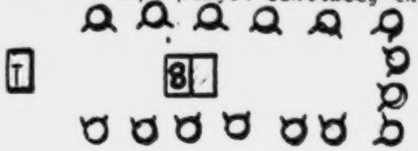
"A STATEMENT 'NEED FOR ON-THE-JOB TRAINING'"

The script (attached at Appendix 2) was taken from a recent public statement on the need for - 'on-the-job' training and its associated requirements. The script is both interesting from the view of its contents and its use (or rather misuse) of training and instructing terms we often hear. Let the students study the statement in the following manner:

CLASS TASK

STUDENTS ARE TO LISTEN TO AND FOLLOW ON THEIR COPY OF THE SCRIPT "THE STATEMENT 'NEED FOR ON-THE-JOB TRAINING'" (IF NECESSARY THE RECORDING CAN BE PLAYED TWICE). MARKING AND NOTING ANY WORDS OR STATEMENTS THEY DO NOT CLEARLY UNDERSTAND.

Note: Tutor should place the tape player centrally in the class seating arrangement.



GROUP TASK

1. WORK GROUP MEMBERS SHOULD COMPARE THE SCRIPT COMMENTS AND DISCUSS WHERE THEY DIFFER ON INTERPRETATION OF MEANING.
2. EACH GROUP IS ALLOCATED ONE SECTION OF THE STATEMENT TO CLOSELY ANALYSE AND BECOME THE CLASS "EXPERTS" ON THAT AREA. THE TUTOR SHOULD BE ON CALL TO ASSIST HERE.
3. PREPARE ONE SOUND QUESTION ON EACH OF THE OTHER SYNDICATES STATEMENT AREAS.
4. ELECT A NEW SPOKESPERSON.

CLASS TASK

1. WHEN THE GROUP WORK FOR "STATEMENT: 'NEED FOR ON-THE-JOB TRAINING'" IS COMPLETED, CLASS REFORMS AND EACH SYNDICATE IN TURN BRIEFLY:

   (1) PRESENTS THEIR 'EXPERT' INTERPRETATION, VIEWS ETC. ON THEIR AREA.

   (2) 'FIELDS' QUESTIONS FROM OTHER SYNDICATES.

Note: *1. Tutor should encourage the spokesperson to redirect questions to their syndicate members.*
2. Keep the exercise moving.

CLASS TASK

CLASS MEMBERS ANSWER A SERIES OF TEN 'TRUE' - 'FALSE' QUESTIONS ON THE STATEMENT OF 'ON-THE-JOB TRAINING' (APPENDIX 2)

Note: *1. Members to cover up script sheets.*
2. Questions must be prepared correctly - "Practice what you preach".

WRITE — REWRITE

GET SYNDICATE SPOKESPERSON TO BRING TOTAL SCORES AND A NOTE OF QUESTIONS WHERE 50% OR MORE OF THEIR GROUP MADE THE INCORRECT RESPONSE.

Note: *Work in averages if syndicates are not equal in numbers.*

EXAMPLE

(1) GIVE FEEDBACK TO CORRECT ERRORS.
(2) WRITE ON THE BOARD THE SYNDICATE SCORES EG:

SYN 1.	SYN 2.	SYN 3.	SYN 4.
35/40	30/40	31/40	34/40

(3) DECLARE THE WINNER

Note: *1. Do not enter into arguments on the questions or answers.*
2. Go and converse with the losing group. If a tea break is taken at this point join this groups members first.
3. This leads logically into the next session 'GETTING IT STRAIGHT'

TAKE A BREAK

INTRODUCING MYSELF

NAME:

	TOPIC	MY REPLY
PART 1	Reason for attending the course:	
PART 2	Present position and company	
	Where I was born and where I now live?	
	Married, Single - How many children?	
	Educational background and training.	
	Brief work history:	
	Interests, sports and community activities:	
PART 3	In-course objective:	
	Post-course objective:	

Note: 1. *Continue over the page if more space is needed.*
2. *Hand in at the end of this section.*

APPENDIX 2

"A STATEMENT 'THE NEED FOR ON-THE-JOB TRAINING'"

In early June 1981, Training and Education Conferences, Oxford, held a conference to discuss New Technology, Training, Education and Manpower Policy. The speakers were Jim Lester, MP, Parliamentary Under-Secretary of State for Employment; Dr. Ron Johnson, Director of Training, MSC; John Wellens, the well-known Consultant and Editor of Industrial and Commercial Training; Brian Lusher, Group Management Development and Training Manager, Carreras Rathmans Limited; and Michael Ealand, Senior Partner, The MAST Organisation, formerly Staff Training Centre, (UK).

Below is printed an extract of the talk given by Dr. Johnson.

TECHNOLOGY, EDUCATION AND TRAINING IN THE EIGHTIES

DR RON JOHNSON

A number of social, economic and political factors have combined to change the nature of today's labour market compared to say ten or twenty years ago.

Technology has always been a factor in the employment equation but the widespread introduction of micro-electronic devices is currently one of the most significant determinants on the employment scene.

On the world scene silicon chips are being used in a bewildering variety of ways in improving manufacturing methods, environmental control and engineering design, and in a plethora of products for the home, the business and for leisure pursuits. At first companies merely improve on their existing methods or products. Later this experience is used as the basis of innovative designs for new products, services and working methods. Microprocessors are used extensively in control where they are robust and reliable, and take over many of the boring, dirty and dangerous jobs. An inevitable consequence of this is a disappearance of some jobs - but the effect is not wholly negative. The wealth so created can be used to increase leisure and to provide funds for new kinds of goods and services that can generate new employment. That is the challenge of the new technology to trainers.

The biggest impact to date has been in the information field. This sector of industry is currently growing fast. Recent investigations have shown that the EEC offers a marketplace for about one quarter of the worlds output of computer technology products of one kind or another, whilst is produces only a tenth of these products. The Commission of the European Communities has proposed a ten-year plan to treble that output and aim to produce a third of the worlds needs in this field. The impact will be felt in all developed countries in the world.

The Role of Education and Training

People and organisations will need to cope with this change and

/accompanying

accompanying uncertainty. Experience and extrapolation alone will not be enough. The fact that "it has always been done this way" probably means it should be changed. Plotting trends and continuing the dotted line into the future will probably give the wrong answer. Society has arrived at the age of discontinuity with a vengeance. Managers, in particular, will need to do more analysis and to make decisions by coupling the analytical results with imagination and insight.

These considerations influence who needs to learn, what they need to learn and how they learn. Learning must become a lifelong activity - not just in the sense that adults can return to study, but that learning becomes a conscious way of life at home, at work and at leisure.

This concept of a learning culture has important implications for all educators and trainers. A good deal of attention is currently being paid to how we can prepare young people for tomorrow's world. Ideas on learning to cope, to adapt and go on learning are being developed. There is less emphasis on a sound body of knowledge to be acquired and more emphasis on helping young people to deal with situations, to enter enriching experiences, to acquire fundamental skills, to relate to other people of various ages and backgrounds and to learn from them, and to solve problems.

Job-Training has a vital role to play in helping people to adapt to changes in the workplace and to prepare themselves to enter or re-enter employment (e.g. after redundancy or severe sickness). It also has a role in helping organisations to remain effective and competive. Furthermore, training has a significant part to play in generating new employment e.g. by helping entrepreneurs to be more successful and preparing people for new kinds of occupations and employment opportunities. But if education and training is to make its full impact on society, far more than of off-the-job courses is required.

Trends in Training

As well as bringing people into courses, trainers are increasingly moving out into the workplace, or moving the workplace into the firm's classroom. In addition to training instructors as individuals - albeit in groups with ostensibly similar learning needs - methods of team building are widely used.

It is increasingly recognised that instructors are often unable to make full use of their trade knowledge and skills because of training ability constraints. Indeed any training programme that fails to take account of the culture and constraints of the organisation is likely to meet with limited success - or worse still it could discredit training. Managers who recognise this have turned increasingly to performance theory to learn how they might help organisations as a whole to improve. If the aim of management is improved training then the organisation itself must be different. If the organisation is rigid, trainers will behave as if they have not learned better ways.

If trainers are to succeed with this kind of approach two conditions must be met. On the one hand organisational goals must be recognised and respected. Sometimes there seems to be work on management processes without much regard to outputs. Secondly, trainers need to acquire much more knowledge and skill in instructing and learning methods. Over and over again the most elementary mistakes are being made, so that all too often job training and development is divorced from organisational imperatives.

Approaches to Learning

There is enormous diversity in the way people learn and in the methods/ currently used to help them. Traditional on-the-job instruction is augmented by

/project

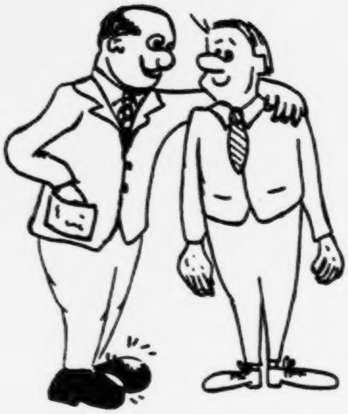
project work, action learning sets, planned experience, participation in working groups and task lists. Off-the-job courses may be based on content or learning objectives, or they may be based on planned experiences or problem-solving exercises. Individuals or groups may attend programmes with a high degree of flexibility where the tutors and materials provided are resources. Such events are led by the learners with the guidance and help of the tutors, rather than being tutor-led. Often these are groups of experienced people who act as resources to each other, and the tutor is there to assist this reciprocal learning process rather than to bestow his subject expertise.

There will be a need for an even more flexible education and training system to meet the needs which can be identified and stimulated. Our current institutions are already robust and innovative, and if some of the traditional ways and thoughts can be eroded there is tremendous scope for imaginative provision. Over and above that, the development of educational and information technology has opened up whole new vistas of distance learning methods. If the current systems and institutions are to reach out to ever widening audiences, face to face support by tutors who do not cling defensively to their subject specialism will be needed.

SESSION 2

1 Job training defined
2 Job Training and Education compared
3 Learning defined
4 Summary

GETTING IT STRAIGHT



THE INTRODUCTORY SESSION

GETTING IT STRAIGHT ⇐ we are here

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

GETTING IT STRAIGHT

SYNOPSIS

This session sorts out some of the problems revealed by the previous one. We live in a world of semantics, so lets get it clear. What do we mean by the terms *Training*, *Learning* and *Education*, and any others the tutor has thought best to postpone to this session? Group exercises and discussion will be used to conduct this session.

OBJECTIVES OF SESSION 2:

Upon completion of this session the students will:

1. Be able to state a comprehensive definition of the term *Job Training* and relate it to Behaviour, Management and Motivation Concepts.
2. Be able to state a comprehensive definition of learning.
3. Be able to explain the difference between training and education and its significance to the Job Instructor.

MEASUREMENT

1. Each course member will write a definition of the terms *Job Training* and *Learning*.
2. Groups will answer a series of quiz questions to determine if they recall the correct meaning of the significant terms covered.

MATERIALS

The following materials will be needed for this session:

1. OHP transparencies as indicated (Enclosures 5 - 10)
2. OHP transparency blank.
3. Range of felt pens.
4. Definition sheet.

1 JOB TRAINING DEFINED

SUBJECT EXPLANATION

WHAT IS TRAINING?

A brief look into the History of training would reveal the term being associated with the teaching of a Manual Skill, this skill being linked to an economic task. Gradually the term has become used in a range of settings, but the important distinguishing feature is that the activities are orientated towards profit.

If we are going to truly appreciate the role of the On-The-Job Instructor and accept that job training now forms an essential part of an organisation's life, we must focus on what training is. Modern training technologies and philosophies have tended to complicate the basic issues involved. We must strive to define training in simple terms of a modern, complete philosophy. This is not easy however. Dr Mike Bebb of Massey University helps us to come close to this ideal when he defined training along these lines:

> "TRAINING IS A METHOD OF IMPROVING A PERSON'S JOB PERFORMANCE THROUGH SKILLFULLY MANAGING THE LEARNING OF NEW BEHAVIOUR TO SATISFY BOTH THE ORGANISATION'S AND THE TRAINEE'S GOAL."

Management does not decide to train so much as decide it has a problem. The solution is based on the need for certain skills, knowledge and attitudes that can best be provided through training. Do not assume training is the sole answer, human resources can be pirated, and frequently are.

One could devote a great deal of this guide to our definition of training, not only because of the importance of semantics, but because it encompasses a new look at training. Of prime importance in our definition is the role of the *individual*, our trainee and learner. If you understand this, and the management role it implies for you, the rest of the training subjects which follow will make sense.

SUMMARY

> "TRAINING IS A METHOD OF IMPROVING A PERSON'S JOB PERFORMANCE THROUGH SKILLFULLY MANAGING THE LEARNING OF NEW BEHAVIOUR TO SATISFY BOTH THE ORGANISATION'S AND INDIVIDUAL'S GOALS."

CLASS TASK

AS AN INDIVIDUAL TASK ON THE DEFINITION SHEET PROVIDED, WRITE WHAT YOU THINK IS MEANT BY THE TERM JOB-TRAINING. USE SOME CAREFUL THINKING TO PREPARE A COMPREHENSIVE DEFINITION.

Note: For some students this will be their first attempt at a precise written definition, so show them what you mean.

EXAMPLE

DEFINE THE TERM: ORGANISING

DEFINITION: DESIGNING THE STRUCTURE OF RELATIONSHIPS AMONG JOBS, PEOPLE AND ENVIRONMENTAL FACTORS.

GROUP TASK

1. STUDENTS FORM INTO THEIR SYNDICATES AND COMPARE THEIR DEFINITIONS. DISCUSSION SHOULD TAKE PLACE ON WHY PARTICULAR WORDS WERE USED.
2. ELECT A NEW SPOKESPERSON.

3. AFTER DISCUSSION THE GROUP MUST AGREE ON ONE CONSOLIDATED DEFINITION AND WRITE THIS ON OHP TRANSPARANCY.

CLASS TASK

WHEN THE CLASS HAS REASSEMBLED SYNDICATE SPOKESPERSONS, IN TURN, BRIEFLY PRESENT THEIR DEFINITION OF THE TERM JOB TRAINING. QUESTION FROM THE REST OF THE CLASS SHOULD BE INVITED.

Note: Keep this exercise moving and light.

WRITE REWRITE

TUTOR RECORDS ON A BLANK OHP TRANSPARENCY (APPENDIX 1) THE FOLLOWING INFORMATION FROM THE SYNDICATE DEFINITIONS. THE NUMBER OF:

(1) INSTRUCTOR BASED DEFINITIONS RATHER THAN LEARNER BASED.

(2) MISUSE OF TERMS EDUCATION, TEACHING, ETC.

(3) TIMES APPROPRIATE WORD LIKE: KNOWLEDGE, SKILLS, BEHAVIOUR, ETC., OCCUR.

(4) INCOMPLETE DEFINITIONS.

Note: You can depend on plenty of the above.

SUBJECT EXPLANATION

1. TUTOR BRIEFS THE CLASS ON THE PROBLEMS WITH THESE DEFINITIONS, USING THE OHP PREPARED ABOVE.

2. TUTOR PRESENTS A GOOD DEFINITION AND EXPLAINS SIGNIFICANCE OF THE WORD USED.

EXAMPLE

JOB-TRAINING IS A METHOD OF IMPROVING A PERSONS JOB PERFORMANCE THROUGH SKILLFULLY MANAGING THE LEARNING OF NEW BEHAVIOUR TO SATISFY BOTH THE ORGANISATION'S AND THE INDIVIDUAL'S GOALS."

SUBJECT EXPLANATION

SIGNIFICANCE OF THE WORDS IN YOUR DEFINITION.

1. A Method of Improving A Persons Job Performance

   (1) A method - there are others.

   (2) A Person's - only the learner can learn for himself/herself.

   (3) Job Performance - Performance can only be truly assessed against realistic standards and conditions established for the particular job.

2. **Skilfully**

(1) Aim at meeting predetermined needs.

(2) Evaluate against these.

(3) Training follows a Process - diagnosis, preparation, development, implementation and confirmation - these points are discussed in detail later on in the handbook.

3. **Managing the Learning**

(1) Based on principles of learning and principles of effective Instructing, Planning - organising, motivating, controlling and reviewing.

(2) Learner based - what the learner must achieve at the end of the training.

(3) Constantly review with feedback.

(4) Employs a close instructor-trainee working relationship, both working towards the same goal.

4. **New Behaviour**

(1) The aims of training are to change behaviour on the job.

(2) Behaviour is either knowledge, skills or attitudes associated with the job; the new behaviour must be observed to have been adopted.

5. **To satisfy both the Organisation's (Goals)**

(1) Training effectiveness is measured in terms of its contribution to the organisation's goals.

(2) Training should be compared to alternative methods of changing performance - it must be cost effective and give a return on investment.

6. **Individuals (Goals)**

(1) The individual is as important as the organisation.

(2) Individuals need to learn, it's as natural as eating and sleeping.

(3) To maintain motivation individual needs must be considered as part of the overall solution where a performance problem exists.

(4) When the learner is the focus of any training measures taken, it will have a number of benefits for the organisation:
- Improved human relations.
- Pride in the organisations' products.
- Loyalty.
- Pride in one's own accomplishment.

CLASS TASK

RECORD THIS DEFINITION IN THE SPACE PROVIDED ON PRECIS 1, (APPENDIX 2).

WRITE REWRITE

TUTOR SHOULD ASK THE CLASS FOR AN INDICATION OF THE NUMBER OF FIRST ATTEMPTS THAT READ LIKE OUR FINAL DEFINITION?

2 JOB TRAINING AND EDUCATION COMPARED

SUBJECT EXPLANATION

IS THERE A DIFFERENCE BETWEEN TRAINING AND EDUCATION? IF SO WHAT IS IT?

While training is directly concerned with improving people's current performance with regard to economic activities, education is not generally thought of in these terms. Education is a generic term applied to a range of learning activities, in the main this does not include those orientated towards profit.

Development may be viewed as industry's synonym for education. Both education and development extend beyond the perimeters of traditional job training and deal with predicted needs.

Ivor K. Davies in his book "The Organisation of Training", makes a lucid and useful distinction between Training and Education, one which simply states, in

1. TRAINING SYSTEM
   - (1) Everyone is expected to be successful.
   - (2) Those who have difficulty are given further training until they do succeed.
   - (3) Those who learn quickly or more easily reach the final standard sooner and depart.
   - (4) The final standard is attainable by all.
   - (5) The end-of-course marks are all 100%.
2. EDUCATION SYSTEM
   - (1) Everyone is assumed to reach a level determined to match their natural abilities.
   - (2) Those who have difficulty are redirected to other topics.
   - (3) Those who learn easily cover more of the topic or more topics.
   - (4) The final standard is expressed as a pass mark which is statistical in nature.
   - (5) The end-of-course marks range from 10% to 90%.

The above is a contrast of systems, it must not be assumed that either is better than the other. These are just two different systems of learning. However, the new Job Trainer should be aware of the fundamental principles used in both systems; these must not be applied to inappropriate situations.

GROUP TASK

1. STUDENT TO LOOK AT THE TWO TERMS "TRAINING" AND "EDUCATION" AND DISCUSS AND RECORD THEIR DIFFERENCES AND HOW THIS MIGHT APPLY TO THE JOB INSTRUCTOR.
2. ELECT A SPOKESPERSON.

WRITE REWRITE

1. TUTOR GETS EACH SYNDICATE SPOKESPERSON TO STATE THEIR FINDING AND RECORD THEM ON THE BOARD UNDER HEADINGS OF:

TRAINING	EDUCATION	SIGNIFICANCE

2. THE SUBJECT SHOULD BE OPENED TO QUESTIONS AND CROSS-QUESTIONS.

SUBJECT EXPLANATION

TUTOR SHOWS THE DIFFERENCE BETWEEN TRAINING AND EDUCATION AND SIGNIFICANCE TO THE JOB INSTRUCTION, USING OHP TRANSPARENCY, (ENCLOSURE 7).

---

3 LEARNING DEFINED

CLASS TASK

STUDENTS LOOK AT THE TERM 'LEARNING' AND INDIVIDUALLY WRITE A DEFINITION ON THE DEFINITION SHEET. USE CAREFUL THINKING TO PREPARE A COMPREHENSIVE DEFINITION.

WRITE REWRITE

TUTOR TAKES A SAMPLE OF THE CLASS DEFINITION (VOCALLY) AND WRITES THEM ON THE BOARD. THESE DEFINITIONS SHOULD BE DISCUSSED IN A SIMILAR MANNER TO THE TRAINING DEFINITION, NOTING:

(1) TEACH RATHER THAN LEARN.
(2) MISUSE OF TERMS.
(3) APPROPRIATE WORD; LIKE: KNOWLEDGE, SKILLS, MEANING, ETC.
(4) INCOMPLETE DEFINITIONS.

Note: You can depend on plenty of the above.

SUBJECT EXPLANATION

1. TUTOR BRIEFS THE CLASS ON THE PROBLEMS WITH THESE DEFINITIONS, USING ITEMS ON THE BOARD.

2. TUTOR PRESENTS A GOOD DEFINITION AND EXPLAINS THE SIGNIFICANCE OF THE WORDS.

EXAMPLE

(1) KNOWLEDGE ACQUIRED BY SYSTEMATIC STUDY IN ANY FIELD OR FIELDS OF ACADEMIC APPLICATION TO ADD NEW MEANING.

(2) THE ACT OF ACQUIRING KNOWLEDGE AND SKILL THROUGH THE MODIFICATION OF CURRENT BEHAVIOUR.

SUBJECT EXPLANATION

THE TEN PRINCIPLES OF LEARNING

SUMMARY OF THE PRINCIPLES OF LEARNING

Training is concerned with the MANAGEMENT of learning. Like all other areas of management, we have certain principles to guide us. In summarising these 10 principles of learning, we note that these can be classified into three groups. Those principles associated with:

1. The learner himself.
2. The learning material, and
3. The learning techniques used.

In brief, the 10 principles are:

We learn quicker and retain more when:

Learner -

1. We accept that only a learner can learn.
2. We know what is expected of us.
3. We are motivated to learn.
4. We are allowed to learn at our own pace.

Learning Material -

5. The material is meaningful.
6. It is presented in optimum sized steps.

Learning Techniques -

7. We learn best what we use.
8. We receive knowledge of our results or feedback on our learning.
9. Our practice is reinforced frequently.
10. Practice in a variety of settings improves transfer of learning.

CLASS TASK

RECORD THESE DEFINITIONS IN THE SPACE PROVIDED ON PRECIS 1 (APPENDIX 2)

WRITE -- REWRITE

TUTOR SHOULD ASK THE CLASS FOR AN INDICATION OF THE NUMBER OF FIRST ATTEMPTS THAT READ "LIKE OUR FINAL DEFINITIONS"?

4 SUMMARY

SUBJECT EXPLANATION

SUMMARY:

SUMMARISE THE SESSION USING OHP TRANSPARENCIES.

TAKE A SHORT BREAK

APPENDIX 1

RECORD OF SYNDICATE DEFINITION POINTS

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

IN	LE	A	IN-A	M	I

INA = INAPPROPRIATE WORDS
IN = INSTRUCTOR BASED
A = APPROPRIATE WORDS
LE = LEARNER BASED
M = MISUSE OF WORD
I = INCOMPLETE

JOB INSTRUCTION COURSES: PRECIS 1

TRAINING

DEFINITION IS:

DIFFERENCES: TRAINING & EDUCATION

	TRAINING	EDUCATION
DIFFERENCES	1.	1.
	2.	2.
	3.	3.
	4.	4.

LEARNING

DEFINITION IS:

APPENDIX 2A.

JOB INSTRUCTION COURSES: PRECIS 1

TRAINING

DEFINITION

IS: TRAINING IS A METHOD OF IMPROVING A PERSONS JOB PERFORMANCE THROUGH SKILLFULLY MANAGING THE LEARNING OF NEW BEHAVIOUR TO SATISFY BOTH THE ORGANSATION'S AND THE INDIVIDUAL'S GOALS.

DIFFERENCES: TRAINING & EDUCATION

	TRAINING	EDUCATION
DIFFERENCES	1. EVERYONE IS EXPECTED TO SUCCEED.	1. ATTAINED STANDARD IS LIMITED TO NATURAL ABILITY.
	2. THOSE WHO FIND IT DIFFICULT GET FURTHER TRAINING.	2. THOSE WHO FIND IT DIFFICULT DO SIMPLER TOPICS.
	3. THOSE WHO LEARN QUICKLY FINISH TRAINING SOONER	3. THOSE WHO LEARN EASILY COVER MORE MATERIAL AND TOPICS.
	4. EVERYONE CAN REACH THE FINAL STANDARD, WHICH IS 100%.	4. THE FINAL STANDARD VARIES WITH PASS MARKS, RANGES 10% to 90%.

LEARNING

DEFINITION

IS: (1) KNOWLEDGE ACQUIRED BY STUDY IN ANY FIELD OF ACADEMIC APPLICATION TO ADD NEW MEANING.

(2) THE ACT OF ACQUIRING KNOWLEDGE AND SKILL THROUGH MODIFICATION OF CURRENT BEHAVIOUR.

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

We are here

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

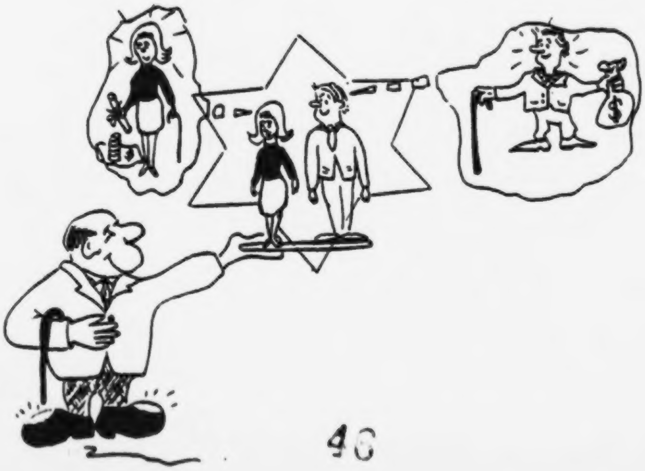
HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 3

1 **Communications: The Instructors tool of the trade**
2 **Motivation**
3 **Human Relations**
4 **Summary**

COMMUNICATIONS, MOTIVATION AND HUMAN RELATIONS



COMMUNICATIONS, MOTIVATION AND HUMAN RELATIONS

SYNOPSIS

In this session the emphasis will be on how communications, motivation and human relations relate to Job Training. The three topics are linked together by common behavioural characteristics but will be covered separately, under the following headings:

1. The Communications process and purposes of communication in Job-Instruction.
2. Common barriers to communication in the job-instruction setting.
3. Improving your communications.
4. Motivation - your knowledge of people.
5. Human Relations - why is it important to the job-trainer?

OBJECTIVES OF SESSION 3

Upon completion of this session the students will:

1. Be able to explain the need for effective communication.
2. Be able to reproduce diagrammatically the process of two-way instructional communication, and identify components that can form barriers to its effectiveness.
3. Have sufficient knowledge to suggest ways in which instructional communication can be improved.
4. Be competent to identify motivational factors present in the job-training environment and explain their significance to the job-instructor.
5. Be competent to identify Human Relation factors present in the job-training environment and explain their significance to the job-instructor.

MEASUREMENT

1. Each course member will reproduce a diagram of the two-way instructional process.
2. Class will CONTRIBUTE to:
   - HOW PEOPLE DIFFER
   - HOW PEOPLE ARE ALIKE
3. Feedback questions during the summary.

MATERIALS

The following materials will be needed for this session:

1. OHP transparencies as indicated (Enclosures 11 - 17)
2. OHP transparancy blanks.
3. Range of felt pens.
4. Instructional Communication Process Blanks.
5. Paper for writing.
6. EXERCISE PYTHAGORAS OR alternatives.

1 COMMUNICATIONS: AN INSTRUCTORS TOOL OF THE TRADE

CLASS TASK

1. CLASS MEMBER SHOULD WRITE A BRIEF DEFINITION OF THE TERM COMMUNICATIONS. THIS SHOULD BE EXCHANGED WITH THEIR IMMEDIATE NEIGHBOUR WHO SHOULD MARK IT ON A POINTS BASIS OF:
   (1) TWO WAY PROCESS (5 MAX)
   (2) INVOLVES HUMAN INTERACTION (5 MAX)
   (3) INFORMATION PASSES BOTH WAYS (5 MAX)
   (4) UNDERSTANDING CREATED (5 MAX)
   (5) UNDERSTANDING CONFIRMED (5 MAX)
2. TUTOR RECEIVES THE MARKS OUT OF 25 AND PRAISES ACCORDINGLY.
3. USE RESULTS TO INTRODUCE THE SUBJECT ON THE BASIS THAT NO ONE GOT 25/25!

SUBJECT EXPLANATION

INTRODUCING THE SUBJECT OF COMMUNICATIONS.

INTRODUCTION

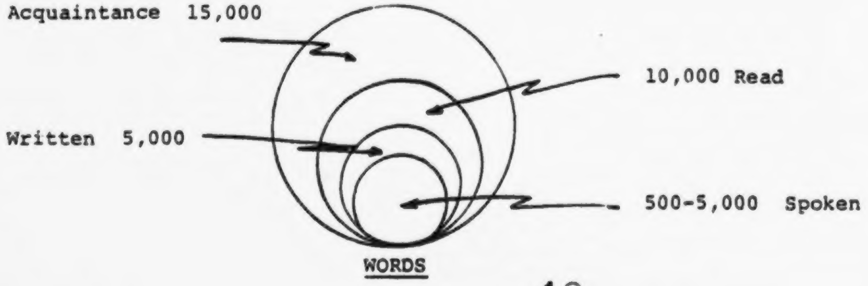
Without bothering about a very scientific definition of COMMUNICATIONS, we all can easily agree on the fact that:

> Communications is a process of passing and receiving information from one person to another, to create understanding and provide a bridge of meaning between people - (Sender and Receiver).

In spite of this being very simple, this is often forgotten, or neglected in practice, by the job instructor. The training-learning process, discussed in part 1, is more than just the transmission of words from Instructor to trainee. Nevertheless, good training requires the use of PROPER WORDS that will convey useful information. The trainees, in turn, must ACTIVELY LISTEN rather than simply hear the words. In the main this means they must interpret and deduce meaning, and relate words to the training being undertaken.

WORDS

There are over 600,000 words in the English Language, but, however, most of us get by quite adequately using a very small proportion of these. Typically our total vocabulary may look something like this:

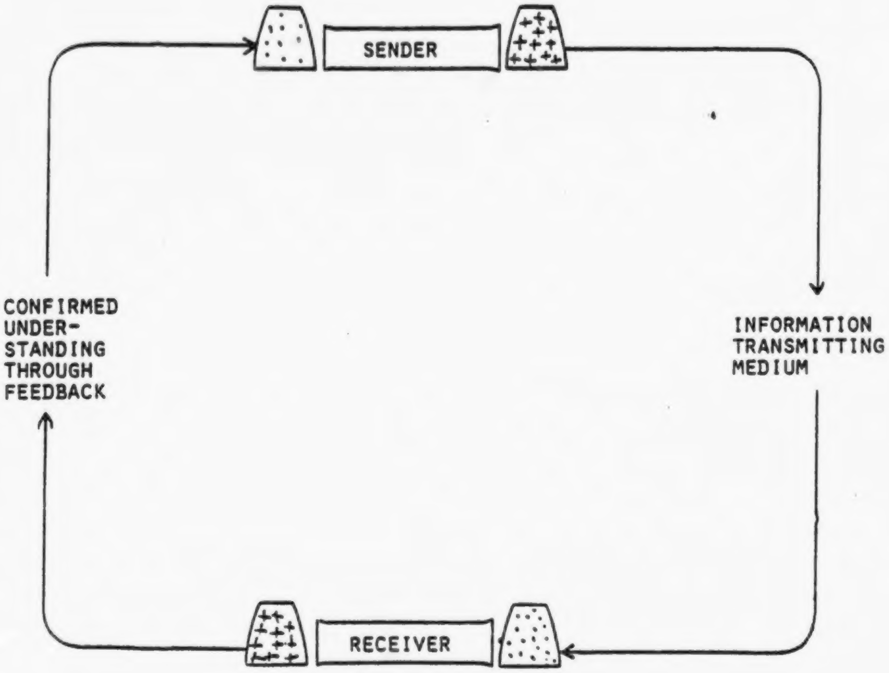


Nevertheless, our problems stem from the area of least useage, words that are *written or spoken*. Some take the view that it pays to enrich your word power - increasing your vocabulary - this is of little practical use if your listener or reader fails to understand the meaning of the new words! We do most of our communicating by arranging informative words in a sequence and transmitting them. These words are received and decoded into the former transmitted information. However, one should not forget that all the senses discussed earlier, can be used for, or contribute to, successful communication.

THE COMMUNICATIONS PROCESS

What we have in fact described is the *communications process* which we can represent pictorially as a simple loop circuit.

THE COMMUNICATION CIRCUIT


SENDER
INFORMATION TRANSMITTING MEDIUM
RECEIVER
CONFIRMED UNDER-STANDING THROUGH FEEDBACK

OR

WRITER)
SPEAKER) SENDER ——— SIGNAL ——— RECEIVER (READER
ACTOR) (LISTENER
(REACTOR

THE PURPOSE OF COMMUNICATIONS

It should always be kept in mind that the purpose of giving instructions is to get things done. It is also important to remember that it is highly desirable to get these things done with a minimum of irritation and frustration on the part of the receiver of the instructions. Factors that detract from the quality of the information, at any point in the circuit, reduces the chance of successful communication. They are generally referred to as *barriers* to communication.

CLASS TASK

EACH MEMBER IS TO COPY FROM THE OHP THE 'PROCESS OF INSTRUCTIONAL COMMUNICATIONS' ON THE BLANK SHEET PROVIDED.

GROUP TASK

1. SYNDICATE MEMBERS SHOULD STUDY THE PROCESS OF INSTRUCTIONAL COMMUNICATIONS AND DISCUSS THE INSTRUCTORS COMPONENTS AND THE TRAINEES.
2. ELECT A NEW SPOKESPERSON
3. IDENTIFY ALL THE FACTORS THAT WILL OBSTRUCT (BARRIERS) COMMUNICATION AND LIST THEM.

SUBJECT EXPLANATION

COMMON BARRIERS TO INSTRUCTIONAL COMMUNICATION

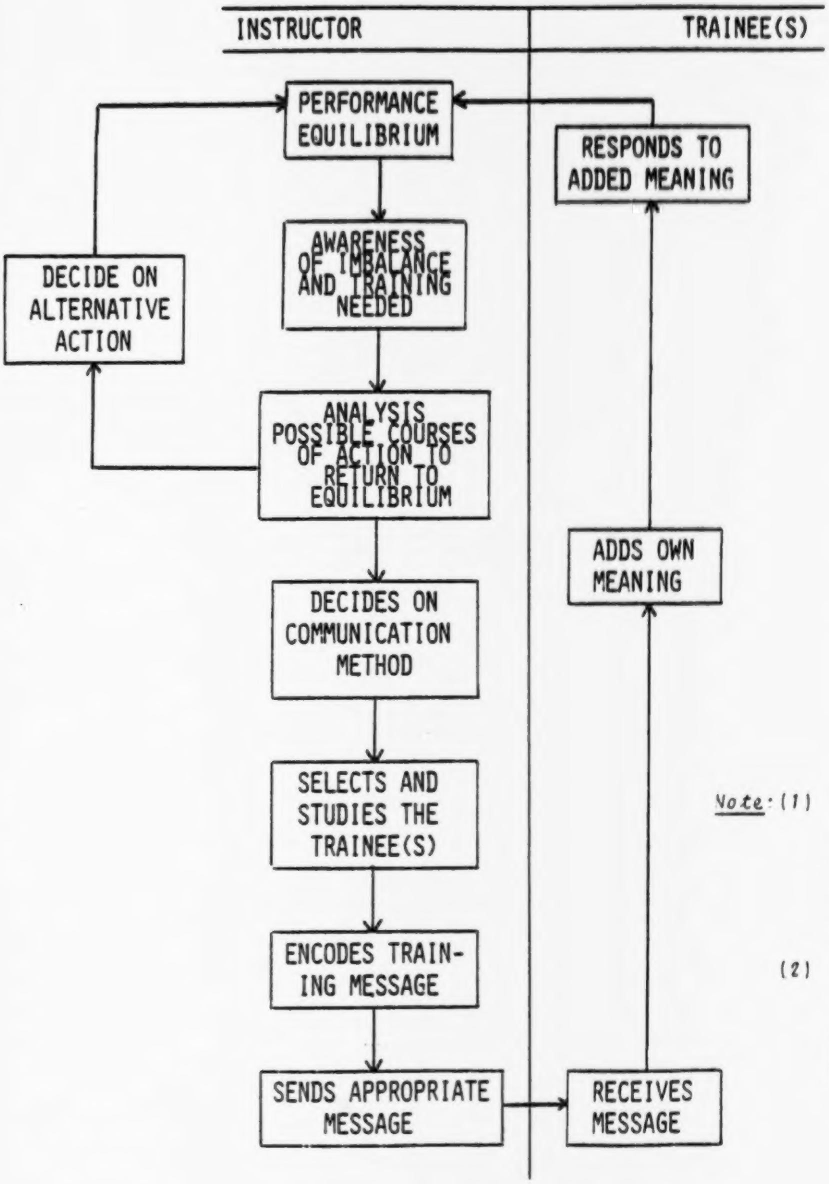
COMMON BARRIERS TO INSTRUCTIONAL COMMUNICATIONS

In general these may be regarded as obstructions that cause things to go wrong. Many training sessions have been spoiled, production lost, time lost, and material wasted, due to poor, or lack of, communication. Some of the barriers to communication are listed as follows:

1. Conflicting instructions, failure to understand.
2. Use of incorrect words, jargon, misspelled, unfamiliar and clichés.
3. Language problems, double meanings.
4. Differing perceptions - seeing things differently.
5. Instructor knows too much.
6. Assuming the trainees know where they are going.
7. Illogical presentation.
8. Not on the same wave length.
9. Restrictive questioning.
10. Emotive words.
11. Tortured prose.
12. Not listening actively - listening and hearing are two different things.

Many more barriers will spring to mind, but it is interesting to identify those factors in the communication process that come under the control of the instructor. If these components are controlled by the competent instructor, chances of unsuccessful training communication is reduced considerably. The following diagram illustrates this instructor-trainee communication relationship.

INSTRUCTOR-TRAINEE .COMMUNICATION RELATIONSHIP


INSTRUCTOR
TRAINEE(S)
PERFORMANCE EQUILIBRIUM
AWARENESS OF IMBALANCE AND TRAINING NEEDED
DECIDE ON ALTERNATIVE ACTION
ANALYSIS POSSIBLE COURSES OF ACTION TO RETURN TO EQUILIBRIUM
DECIDES ON COMMUNICATION METHOD
SELECTS AND STUDIES THE TRAINEE(S)
ENCODES TRAINING MESSAGE
SENDS APPROPRIATE MESSAGE
RECEIVES MESSAGE
ADDS OWN MEANING
RESPONDS TO ADDED MEANING

Note: (1) *The term Performance Equilibrium refers to a state of balance between the skills needed to do a job and the skills actually possessed by the trainee.*

(2) *Based on a model 'Process of Communication' (from Thomas E. Anastasi, Jr., A Secretary is a Manager, Devlin House, Medfield, Mass 1976).*

"If the Instructor controlled components of the model function correctly the chances are the trainee will respond to return to equilibrium!"

CLASS TASK

WRITE REWRITE

1. RETURN TO CLASS SETTING AND IN TURN TUTOR BUILDS UP A LIST OF THE BARRIERS. GET THE CLASS MEMBERS TO CITE AN EXAMPLE OF EACH.
2. TUTOR COMPLETES THE LIST IF ALL BARRIERS ARE NOT COVERED.

EXAMPLE

BARRIERS TO COMMUNICATIONS:

(1) Conflicting Instructions
"Go the way I have just come from but don't go in that door..."

(2) Incorrect Words
Buzz/Jargon - "Had his chips" (What sort?)
- "pickled"
- "smoke 'O'"

(3) Double meanings
"Come up and see my etchings."
"Mum, I wonder how many sweets are in that jar?"

(4) Different perceptions
(i) Show OHP of Old Lady and test reaction of class, test perceptual fixation, (enclosure15).
(ii) Show OHP of Ink Blot, test perceptual variance (enclosure7).
(iii) Show OHP of Fred and Jim to illustrate different perceptions on the same words (enclosure 14).

(5) Restrictive Questioning
"How come you broke that lock? Were you pulling too hard or did you skylark around?" or "Have you stopped beating your wife yet?"

(6) Not on the same wavelength.
Domestic example:
Husband: How long will dinner be?
Wife: I've just put the potatoes on.
H: Yes, but how ______?
W: The water is almost boiling.
H: But ______?
W: They have to simmer for a while dear.
H: But ______?
W: I haven't set the table yet.
H: I am just going to fill up the car with petrol.
W: But I have just told you dinner will be ready in 10 minutes!

(7) Emotive Words
(i) Stereotyping: Fat-lazy
(ii) Heated: Socialists
Tory
Cow, Pig, dog ... dirty
Commie

(8) Not listening actively.

CLASS TASK

TUTOR PLAYS TAPE OF SIMPLE PARAGRAPH (APPENDIX 1) QUIZ RESULTS TO TEST ABILITY TO LISTEN ACTIVELY.

(9) Not Reading Actively:

CLASS TASK

ISSUE EXERCISE "THE ALLIGATOR RIVER" (APPENDIX 2) QUIZ RESULTS TEST ABILITY TO READ AND COMPREHEND

(10) Tortured Prose:

EXAMPLE

Dear Mr Lamb,

Our accounts rendered for payment department just received a direct debit from your insurance broker, which we are attempting to cross debit to your current account. Unfortunately there is a deficit in the account not permitting us to give an immediate credit to your broker. However, as it is the policy of this establishment to extend to selected clients overdraft facilities, please advise if you wish to apply for this consideration or alternatively remit the said account.

"Mr Lamb you're broke - pay up!"

SUBJECT EXPLANATION

IMPROVING YOUR COMMUNICATIONS

IMPROVING COMMUNICATIONS

When giving instructions it is essential for instructors to:

1. *Consider their approach to the individuals* in terms of ability, attitude and experience.
2. *State clearly what has to be done* - this should also be done (if spoken) in a confident manner and not in a way that would set up a resistance on the part of the instruction receiver.
3. *Make it brief and to the point* - don't waste words and time.
4. *Emphasize the importance of the job* - and so motivate the receivers of the instructions to carry out the job to the best of their abilities.
5. *Check on feed-back* - and see that the instruction has been understood by the receivers and that they have sufficient knowledge and confidence to carry out the job.
6. *Listening actively not passively*
   1. You must be able to *listen attentively*, patiently
   2. You must avoid unnecessary distractions in the training area.
7. *Speak clearly* - if the instruction is given vocally, face the person to whom you are speaking so that you can hear and notice any response to the instructions.

NOTE: 1. THINK CLEARLY - ARRANGE LOGICALLY - EXPRESS CLEARLY - USE APPROPRIATE LANGUAGE - AND EXPRESS CONCISELY.

2. HAVE YOU GOT SOMETHING TO SAY? IS IT WORTH SAYING?

CLASS TASK **WRITE – REWRITE**

CLASS AND TUTOR TO DEVELOP ON THE BOARD THE SEVEN ESSENTIALS FOR JOB-INSTRUCTORS TO IMPROVE THEIR COMMUNICATION

EXERCISE 'PYTHAGORAS'
A COMMUNICATIONS
EXERCISE

EXERCISE PYTHAGORAS IS DESIGNED TO ILLUSTRATE THE PROBLEM OF BARRIERS TO COMMUNICATION (APPENDIX 3)

PART 1	SIMULATES WRITING (ONE WAY, NO EYES, NO BODY, NO CLIMATE)
PART 2	SIMULATES TELEPHONING (TWO WAY VERBAL ONLY)
PART 3	SIMULATES FACE TO FACE (FEEDBACK, Q & A, ELABORATION)

Note: 1. *Full instruction in Appendix 3.*
2. *If you have four groups let two groups be senders and two receivers.*
3. *If you have three groups let the groups in turn provide the sender and receiver.*

WRITE – REWRITE

AT THE END OF EACH PART THE TUTOR ASKS HOW THE SENDER AND RECEIVER 'FELT' DURING THEIR PART OF THE EXERCISE. COMPARE THE COMMENT OF EACH PAIR.

TAKE A SHORT BREAK

Note: Alternative Communications Exercises shown at Appendices 4-7.

WHY CAN'T PEOPLE LISTEN PROPERLY?
WISH PEOPLE WOULD SPEAK PROPERLY
COMMUNICATIONS

SUBJECT EXPLANATION

INTRODUCTION TO MOTIVATION CONCEPTS

INTRODUCTION

To be recognised as a motivated individual, a person must have an obvious goal. The term is often misused, particularly in the context of "going to motivate someone". 'A Motive' is that which psychologically moves a person to respond. External motives can not exist. This is a very important concept which must be grasped by the job-instructor who must differentiate between stimulation and motivation.

We know from experience a person is motivated to achieve if they are involved in the goal setting process. It therefore follows, that the more instructors understand of human nature and relations, the better they will be able to assess a trainee's motives and possible stimulants.

Motivation and stimulation has been the subject of research for several years. In the brief treatment of the subject permitted by this manual theoretical concepts and theories will not be introduced. However, a deeper study of this area is unnecessary for the job instructor at this stage.

KNOWLEDGE OF PEOPLE

Researchers generally agree on the following points that will help the job instructor understand a trainee:

1. As a rule when we set a personal goal, we take into account our values, interests and abilities. Normally personal goals are achievable.
2. A person works harder as the goal becomes nearer (end spurt). Alternatively if we encounter obstacles in the satisfaction of some goal, we may become aggressive.
3. Happiness and satisfaction are increased when the goals are clear. We all like to know where we are heading.
4. All behaviour is directed toward the satisfaction of goals. For example, when you are hungry, you eat in order to relieve the discomfort of hunger. Therefore, we can say that our behaviour tends to satisfy some need that we are experiencing.

5. We generally take the easiest way of satisfying our need. We might call this the principle of least effort. We buy raffle tickets because it represents an easy way of satisfying our financial needs - if we win!

6. We frequently forget that what counts to most people is their point of view. They are not necessarily concerned about the truth, but what feels to be true. This means that in order to change someone's behaviour we must change their attitude towards things as they see them.

> REMEMBER
>
> Motivation comes from within an individual, he or she must want to do something. It becomes our job to activate this desire - probably our biggest problem, yet it provides us with the necessary ingredient of motivation - a challenge.

CLASS TASK

1. CLASS MEMBERS ARE TO WRITE IN A FEW WORDS WHAT THEY THINK THE TERM MOTIVATION MEANS.
2. AFTER THE TUTOR HAS EXPLAINED THE CONCEPT AND HIGHLIGHTED THE COMMON ERROR CHECK TO SEE IF THEIR EXPLANATION IS ADEQUATE. CORRECT IT IF NECESSARY.

SUBJECT EXPLANATION

HOW MOTIVATION RELATES TO JOB-INSTRUCTION

The students should be introduced to Maslows relationship. Note: KEEP IT SIMPLE.

JOB PERFORMANCE = ABILITY X MOTIVATION X OPPORTUNITY - FATIGUE)
(JP = A X M X O - F)

Note: Put it up on the board in abbreviated form and let the class guess at the abbreviation.

Job instructors should be aware that:

FIRST: ABILITY - "the can do" is their responsibility.

SECOND: ABILITY X MOTIVATION - "the will do" is the instructors responsibility during training.

THIRD: ABILITY X MOTIVATION X OPPORTUNITY - "the is doing" is also the instructors responsibility during training.

FINALLY: A X M X O - FATIGUE - "they can't do it forever" is likewise their responsibility.

3 HUMAN RELATIONS

SUBJECT EXPLANATION

HUMAN RELATION WHAT IS IT
'A SCIENCE' OR 'AN ART'?

This is another term often misused in discussions on training and management. All too frequently it is thought of solely in terms of a management science. What is meant by the term 'Human Relations'? Here are four *good* definitions that will help you to form your own view:

1. It is the commonsense handling of people as individuals.
2. It is a golden rule for trainers, treating others as we would like them to treat us.
3. It is the *practice* of diplomacy in our daily relationships.
4. The *art* of letting the other person have our way!

Up to this point we have stated that Human Relations is an *Art* and a *Practice* Furthermore, we have said it is not solely a science.

> A *Science* is an exact statement of knowledge on a subject.
> An *Art* is the ability to apply the knowledge we have.

Good human relations, then, is *a science*, in that it requires knowledge of human behaviour. It is also *an art*, in that the knowledge must be applied to our particular every-day relationships with people.

> HUMAN RELATIONS MIGHT BE SIMPLY TERMED
> APPLIED KNOWLEDGE OF HUMAN BEHAVIOUR.

CLASS TASK

WRITE REWRITE

1. PUT THE SUBJECT QUESTION TO THE STUDENTS, MAKE IT A RULE NO REPLY WITHOUT A SUPPORTING REASON WILL BE ACCEPTED. EVERYONE MUST EXPRESS AN OPINION.
2. TUTOR RECORD NUMBERS FOR BOTH ON THE BOARD, E.G.

ART	SCIENCE
✓	✓
✓	✓
✓	✓
	✓
	✓

3. TUTOR EXPLAIN WHY THEY ARE BOTH CORRECT

WRITE
REWRITE

TUTOR TO SHOW (OHP) THE FOUR COMMON DEFINITIONS OF HUMAN RELATIONS HIGHLIGHTING THE WORDS 'ART' AND 'PRACTICE'.

SUBJECT
EXPLANATION

BASIC PRINCIPLES OF HUMAN RELATIONS:

(1) PEOPLE ARE ALL DIFFERENT TO SOME DEGREE.
(2) PEOPLE ARE VERY MUCH ALIKE.

FIRST: NUMBER (1)

PEOPLE ARE DIFFERENT

One of the first prerequisites of good human relations for the job trainer is to recognise that no two people are alike, or, all their trainees are *different* people.

HOW PEOPLE DIFFER

1. Age
2. Weight
3. Size
4. Looks
5. Sex
6. Marital Status
7. Religion
8. Nationality
9. Intelligence
10. Social Status
11. Hobbies
12. Emotion
13. Aptitudes
14. Skill
15. Temperament
16. Dress
17. Habits
18. Personality
19. Interests
20. Learning Ability

These differences have been listed without any attempt to classify them. Nevertheless they divide into four areas, roughly reflecting how trainees differ as people:

PEOPLE

DIFFERENT:

MENTAL ABILITIES
PHYSICAL CHARACTERISTICS
MANUAL ABILITIES
PERSONALITY TRAITS

Now, what are the implications of individual differences to the job-instructor? Simply stated the implications are these:

1. The range of differences among trainees is generally quite large. Hence it is normal to expect more from one individual than another doing the same task.
2. Recognition of these differences as a fact, a thing we expect to find, is the beginning of successful human relationships, as far as trainees are concerned.
3. While training is important, even after training we may still expect these differences in employees of all ages.

4. People not only differ from one another, but within themselves - do not judge an individual on the basis of any one characteristic or trait. One trait does not make the person.

5. Training - practice on simple operations tends to narrow the range of individual differences, complex operations tend to widen differences already present in people.

6. Do not try to label or 'type' people according to any one type or other - honest or dishonest, clever-stupid, keen-lazy, etc.

7. Finally, people are *complex behaving individuals.* There is no short cut to really knowing a person as an individual, which is essential for any sound instructor-trainee relationship.

GROUP TASK

SYNDICATE MEMBERS ARE TO DRAW UP A LIST OF HUMAN BEHAVIOURS AND CHARACTERISTICS THAT ARE DIFFERENT FROM PERSON TO PERSON.

Note: Don't let the students take too long over this.

WRITE REWRITE

TUTOR'S TO GET THE SYNDICATES TO CALL OUT THEIR LISTS AND WRITE THEM, MUCH AS SHOWN IN THE EXPLANATION, ON THE BOARD. PROVIDE ANY THAT ARE MISSING.

GROUP TASK

SYNDICATES ARE TO STUDY THE FINAL LIST AND TRY TO CLASSIFY THEM INTO AREAS. NAME THESE 'AREAS'.

Note: Some difficulty may be experienced in starting so the tutor may have to identify one area e.g. MENTAL ABILITIES.

WRITE REWRITE

TUTOR TO FOLLOW THE SAME PROCEDURE TO RECORD SYNDICATE 'AREAS'

Note: At this point you may have the areas identified but by another name. Congratulate the groups and state the common name for these areas. Areas are shown in the explanation.

CLASS TASK

1. TUTOR AND CLASS TOGETHER IDENTIFY THE CLASSIFICATION OF EACH DIFFERENCE IN PEOPLE.
2. TUTOR AND CLASS; THROUGH LECTURING, QUESTION AND ANSWERS, IDENTIFY WHY A KNOWLEDGE OF INDIVIDUAL DIFFERENCES IS IMPORTANT TO THE JOB-INSTRUCTOR.

SUBJECT EXPLANATION

SECOND NUMBER (2)

PEOPLE ARE ALIKE

Now that we have agreed that people are all different, let's view the subject from another angle. We will now see why people can still be very much alike. People are all very much alike, in that we all have common basic wants and needs. The concept of *need* is used differently in different contexts, but a need is basic to all human beings. They are born with needs. On the other hand, a *want* is a learning experience in that an individual's desire to achieve something is a function or result of experience.

HOW PEOPLE ARE ALIKE
(Basic Wants and Needs)

1. Food
2. Clothing
3. Shelter
4. Luxuries
5. Money
6. Prestige
7. Recognition
8. Work
9. Sex satisfaction
10. Love
11. Affection
12. Security
13. Success
14. Appreciation
15. Being wanted
16. Belonging to the group
17. Opportunity
18. Being needed
19. Freedom
20. Fair play
21. Good health
22. Something to hope for.
23. Friends
24. Self-importance
25. Being a part of what's going on.
26. Knowing what's going on.
27. A goal to work for.

Again the wants and needs have to be listed without attempting to classify them. As in the case of individual differences, they can be broken down into two main areas, which in turn can be further divided.

First, we can break a trainee's needs and wants into these main areas:

1. Physical - those needs which are essential to satisfying the basic life sustaining needs.

   > *"God himself dare not appear to a hungry man except in the form of bread."*
   >
   > GANDHI

2. Social - those needs which meet our natural social demands.

Again, the implications of basic wants and needs to the job instructor, must be stated. In the main these implications are:

1. For too many years the tendency has been for employers and 'their' trainers to evaluate a trainee's needs in physical terms only, "we pay the best rates" etc.
2. A trainee's social needs are also impelling, and sometimes more so, than the physical need, and that satisfaction of these needs are powerful motives in the training environment.
3. Trainees are best motivated when the inducements are their own specific individual needs and wants.

It follows then that the job instructor should know enough of human behaviour and the individual to be able to assess the economic, social and psychological wants of a trainee. To do this we will need to cultivate the human qualities of sympathy, friendship and understanding.

PEOPLE

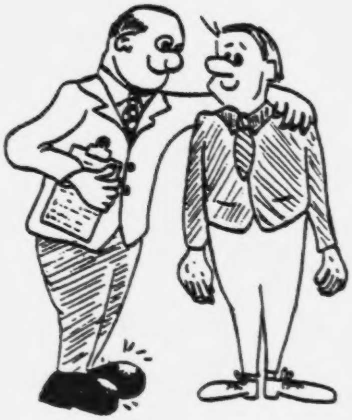
DIFFERENT:

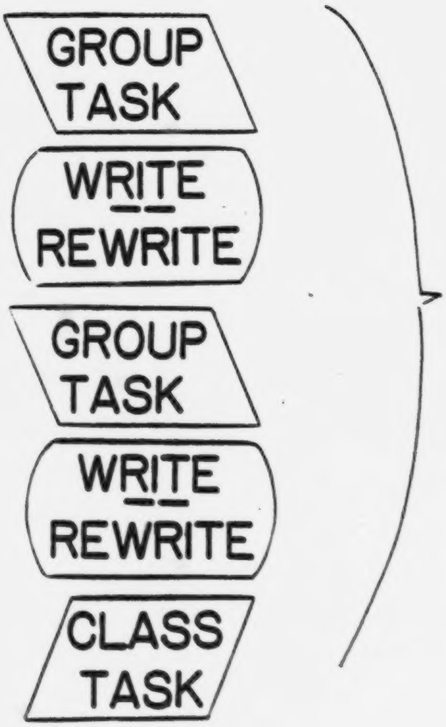
- MENTAL ABILITIES
- PHYSICAL CAPACITIES
- MUSCULAR & MANUAL SKILLS
- PERSONALITY TRAITS

ALIKE:

(BASIC WANTS AND NEEDS)

- PHYSICAL
  - BIOLOGICAL
  - ACQUIRED
- SOCIAL
  - TO BELONG
  - TO BE IN THE KNOW
  - TO SHARE
  - TO ACCOMPLISH
  - TO BE IMPORTANT
  - TO SAVE FACE
  - TO BE SECURE





CARRY OUT THE SAME PROCEDURE FOR 'PEOPLE ARE VERY MUCH ALIKE', AS FOR 'PEOPLE ARE ALL DIFFERENT TO SOME DEGREE.

4 **SUMMARY**

SUBJECT EXPLANATION

SUMMARISE SESSION 3

TAKE A BREAK

APPENDIX 1

EXERCISE: "LISTEN-IN"

1. The following paragraphs should be played to the class.

NEW MT HUTT CHAIRLIFT

A chairlift with the highest vertical rise of any in the Southern Hemisphere, and reaching 200 metres below the car-park to open up a huge area of ski-ing terrain, took shape at Mount Hutt yesterday.

The 24 steel towers of the $41.2M Doppelmayr triple chairlift were placed in position by a helicopter and work crew.

Doing the tricky job at an altitude of nearly 2000 metres required a virtual calm, with each main portion of the towers weighing about a tonne, close to the limit of the big machine's lifting capacity.

With the completion of the all-day assignment the triple chair is "visually" 95 per cent complete. "All that is left to do is two months of fiddly work," said the chairman of the Mount Hutt Company, Mr Peter Yeoman.

Still to be installed is the $49,000 lift cable, which will have a breaking strain of 100 tonnes. Within a month 155 three-seater chairs, at present stockpiled in an enlarged car-park, should be attached.

The chairlift will have the highest vertical rise (486m) of any ski lift in the Southern Hemisphere. It will hoist skiers to an altitude of 1900m.

Skiers will be able to use the three-seater chair as soon as the season starts, in late May, it is hoped. The area below the car park is unlikely to be skiable until early July, however.

The lift will have an uphill capacity of 1500 skiers per hour.

2. Questions to test the listening of the class:

(1) What height was the chairlift's vertical rise? (486m)
(2) How many steel towers are in the new chairlift? (24)
(3) What is the cost of the project (nearest whole number)? ($41M)
(4) What altitude is the new chairlift at? (1900m)
(5) What part of the towers weighed a tonne? (main portion)
(6) What main item still has to be installed? (lift cable)
(7) How many people will the chairs seat? (3)
(8) When will the public be able to use the new chairlift? (late May)
(9) When the writer visited the lift how much was completed? (95%)
(10) How many people will the lift be able to carry uphill each hour? (1500/hr)

APPENDIX 2

EXERCISE: "THE ALLIGATOR RIVER STORY"

As most stories begin... Once upon a time, there was a muddy, murky river that was practically overflowing with alligators. As you may have guessed, it was called Alligator River. A sweet girl named Abigail lived on the west bank of the river. Her boyfriend, Greg, lived on the opposite bank. Abigail and Greg were very much in love with each other, and wanted very much to see each other. However, slight complications - no boat, and an alligator-filled river stood between them.

Abigail decided to seek help so that she could see her boyfriend, Greg. She approached Sinbad the Sailor, who, as his name might indicate, owned a boat. Now this was very fortunate for Abigail, because Sinbad's boat was exactly what she needed to get across the river. She explained her situation to Sinbad and asked if she could borrow his boat. Sinbad thought for a moment and then replied: "Sure, you can borrow my boat, but only under one condition. The condition is that you sleep with me tonight".

Now this startled Abigail, because she didn't want to sleep with Sinbad - she just wanted to borrow his boat so she could see Greg.

After Abigail had told Sinbad "no deal", she wandered down the road until she came upon Ivan the Uninvolved. Abigail explained her plight (her desire to see Greg. Sinbad's response) to Ivan, who, as his name indicates, didn't give a darn. Ivan told Abigail: "Hey, don't bother me. That's not my concern, I don't care what happens. Take off". A despondent Abigail, her options exhausted, finally decided to go back to Sinbad. She slept with him that night. The next morning, Sinbad, true to his word, loaned his boat to Abigail.

Abigail sailed across the river and saw her beloved Greg. After spending a few delightful hours together, Abigail felt compelled to tell Greg what had happended. After she had related her whole story, Greg completely blew up: "You what? I can't believe you did that. I-I can't believe you slept with him! That's it - it's all over - just forget the relationship - get out of my life!"

Distraught, Abigail wandered off. She came upon Stan the Schlemiel. Borrowing his shoulder to shed her tears, Abigail related her tale to Stan. Stan then went looking for Greg (with Abigail close behind). Stan found Greg and proceeded to beat the stuffing out of him, with Abigail gleefully and laughingly applauding the bloody pummeling.

That's the end of the story.

"THE ALLIGATOR RIVER STORY"

EXERCISE QUIZ

INSTRUCTIONS

Mark the statements as either: True (T), False (F) or Uncertain (U)

(F) 1. Abigail lived on the west bank of the river and Greg lived on the north bank. ( )

(T) 2. There were two complications that stood between them. ( )

(F) 3. Greg and Abigail wanted very much to hold each other. ( )

(F) 4. Sinbad said he would sail Abigail across the river, under one condition. ( )

(T) 5. Ivan the Uninvolved didn't give a dam about Abigails plight. ( )

(U) 6. Abigail slept with Sinbad the next night. ( )

(F) 7. Abigail and Sinbad sail across the river next morning. ( )

(F) 8. Abigail immediately told Greg about what had happened between her and Sinbad. ( )

(T) 9. Stan the Schlemiel lent Abigail his shoulder to cry on. ( )

(T) 10. Abigail was probably a sadist. ( )

CAN YOU DETERMINE THE MORAL
OF THIS GRUBBY STORY?

APPENDIX 3

EXERCISE PYTHAGORAS

A COMMUNICATION EXERCISE: STAGE 1

THE "COMMUNICATOR"

1. CONSTRUCT A SHAPE USING THE PIECES SUPPLIED. CAN BE IN ANY ARRANGEMENT DESIRED, BUT, ALL BLOCKS MUST BE TOUCHING BY AT LEAST ONE SIDE. (YOUR PIECES MUST NOT BE VISIBLE TO YOUR "RECEIVER".)

2. ONCE SHAPE IS COMPLETE, COMMENCE INSTRUCTING YOUR "RECEIVER" TO BUILD A DUPLICATE, (YOU MUST NOT BE ABLE TO SEE YOUR "RECEIVER" NOR WHAT IS BEING DONE. DO NOT REFER TO YOUR SHAPE BY ITS COMMON GEOMETRIC NAME IF A SQUARE, TRIANGLE OR OBLONG HAS BEEN CHOSEN).

3. YOU ARE ONLY ALLOWED TO GIVE EACH SEPARATE INSTRUCTION TO YOUR "RECEIVER" ONCE. NO OTHER COMMENTS TO BE MADE.

4. THE "RECEIVERS" MUST NOT ASK QUESTIONS OR MAKE ANY COMMENT, JUST FOLLOW INSTRUCTIONS AS BEST THEY CAN.

5. COMPARE RESULT OF RECEIVER TO SENDERS.

A COMMUNICATION EXERCISE: STAGE 2

THE "COMMUNICATOR"

1. CONSTRUCT A NEW SHAPE USING THE PIECES SUPPLIED. THE SAME RULES APPLY AS FOR STAGE 1.

2. THE SAME PROCEDURE IS TO BE FOLLOWED AS FOR STAGE 1, EXCEPT THAT AN INSTRUCTION CAN BE REPEATED TWICE ONLY IF REQUESTED BY THE "RECEIVER". (THE REPEATED INSTRUCTION MUST NOT INTRODUCE NEW INFORMATION.)

3. COMPARE RESULT OF RECEIVERS TO SENDERS.

A COMMUNICATION EXERCISE: STAGE 3

THE "COMMUNICATOR"

1. SAME PROCEDURE AS FOR STAGE 2.

2. THE SAME PROCEDURE AS FOR STAGE 1 AND 2. BUT THIS TIME EITHER PARTY CAN ASK QUESTIONS AT ANY STAGE OF THE EXERCISE.

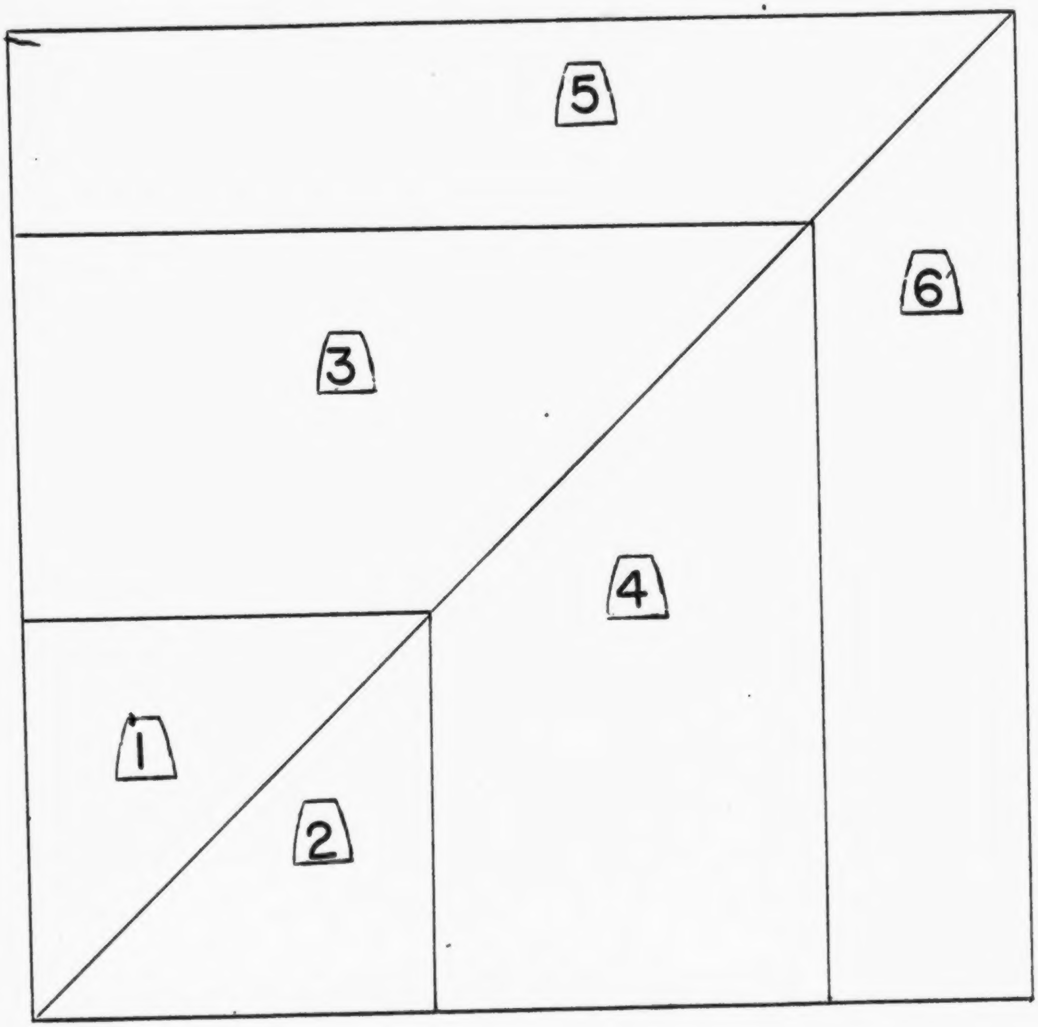
3. COMPARE RESULTS OF RECEIVER AND SENDER.

SHAPE OF PIECES CUT FROM STIFF CARD

NOTE: 2 OF EACH SHAPE REQUIRED, DO NOT MARK THE PIECES.

EXERCISE PYTHAGAROS:

SHAPE TO BE USED



APPENDIX 4

EXERCISE 'WORD PICTURE'

THE CLASS STUDENTS

(1) DECIDE HOW MANY WAYS WE USE OR PROCESS WORD IN COMMUNICATIONS. LIST THESE WAYS.

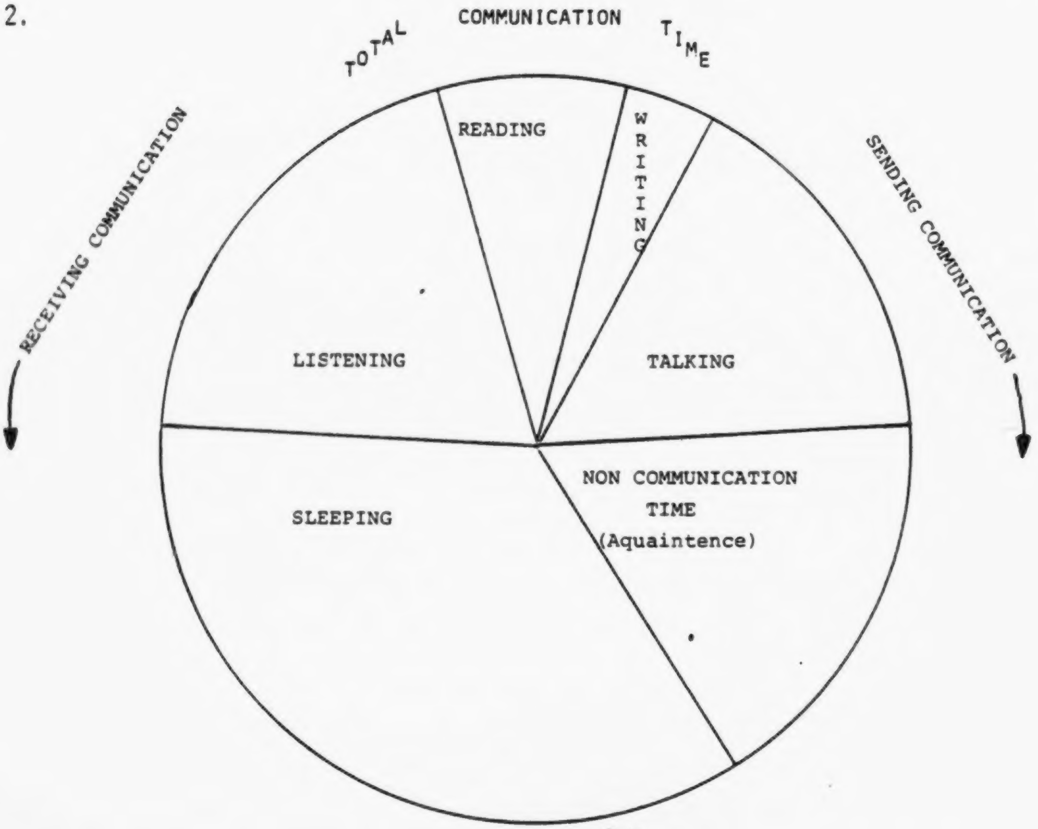
(2) ON THE SHEET PROVIDED DIVIDE THE 'PIE' TO REPRESENT 'TOTAL COMMUNICATION' FOR 24 HRS. THE SLICES SHOULD BE APPROXIMATELY SIZED TO SHOW RELATIVE DURATION OF THE METHOD DERIVED IN (1).

(3) DECIDE HOW MANY WORDS WE USE FOR THE VARIOUS METHODS LISTED IN (1).

EXERCISE 'WORD PICTURE'

1. WAY WE USE WORDS	3. WORD NUMBERS
(1) PASSING ACQUAINTANCE	(1) 15,000
(2) READING	(2) 10,000
(3) WRITING	(3) 5,000
(4) SPEAKING	(4) 500-5,000
TOTAL WORDS:	OVER 50,000

2.



EXERCISE 'WORD PICTURE'

1. WAY WE USE WORDS

3. WORD NUMBERS

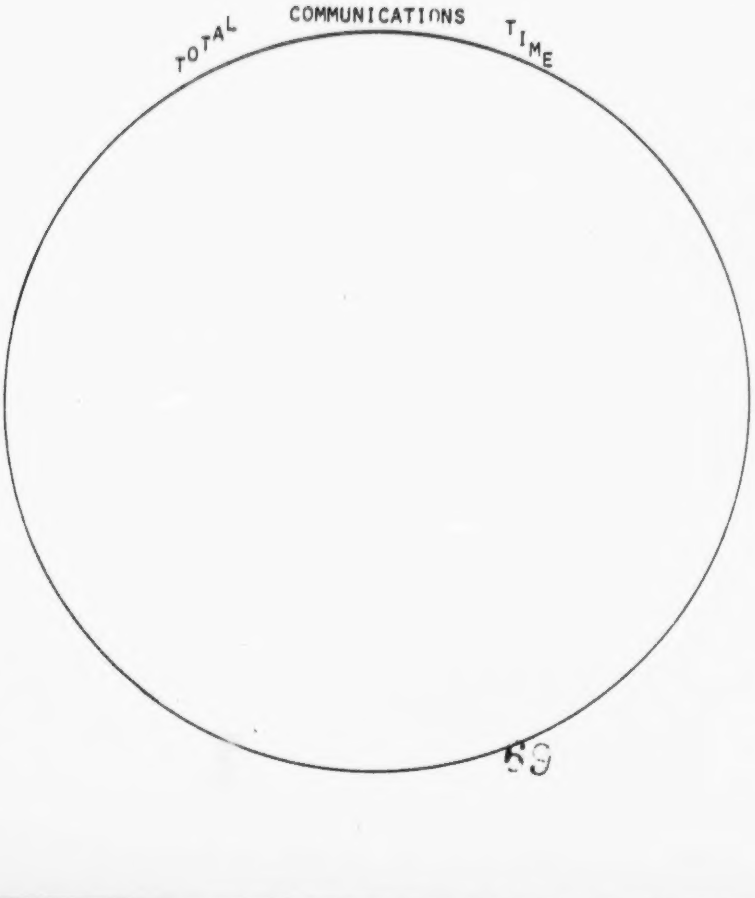
____

____

____

____

2.



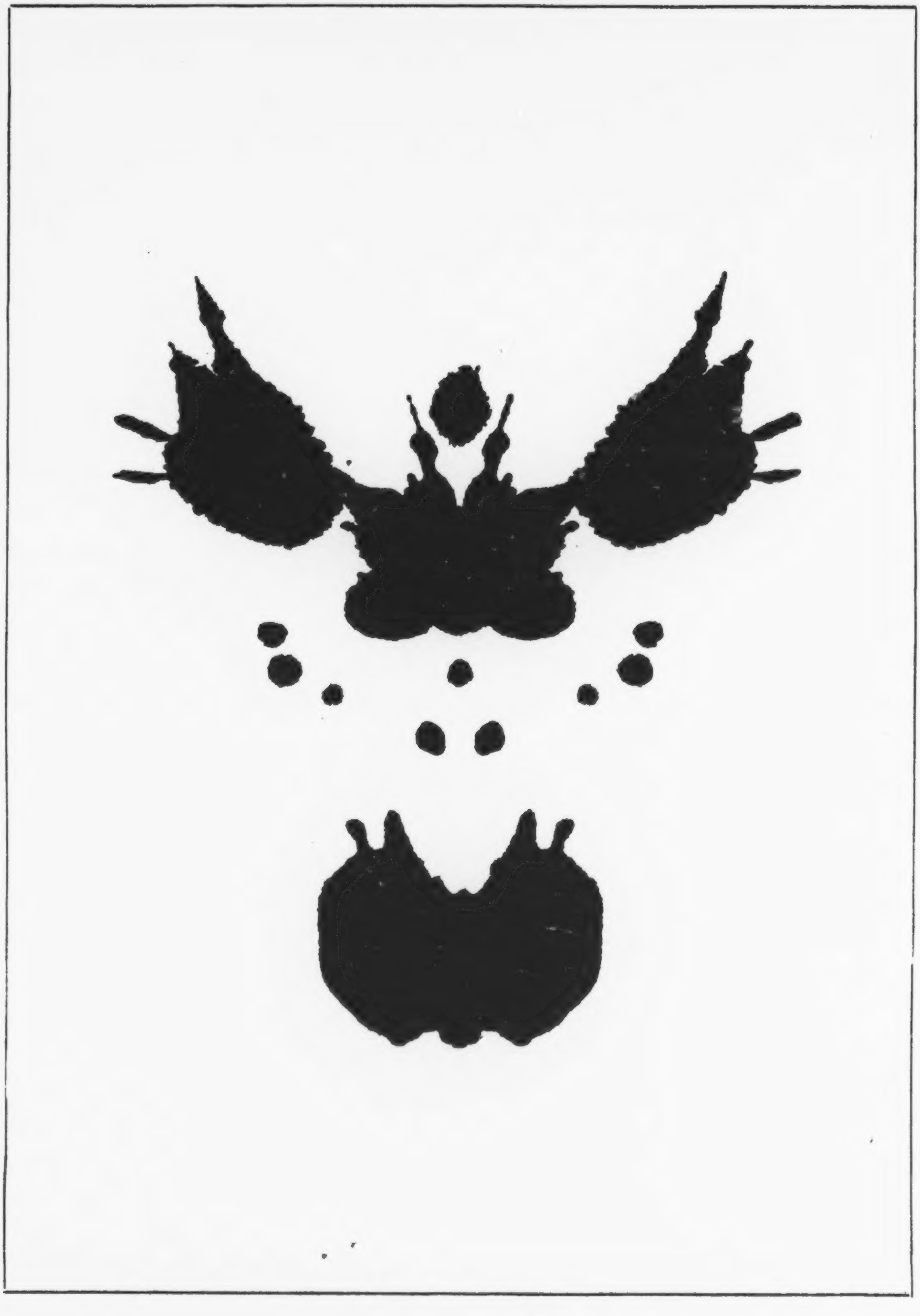
APPENDIX 5

COMMUNICATIONS EXERCISE

"AS OTHERS SEE IT"

As a youngster you may have played the game of looking at cloud formations and trying to determine what they were. In like manner when you look at the inkblot over the opposite page, try to imagine various things it might look like - either the whole blot or parts of it. The longer you look at it the more things you will see. Obviously its only an inkblot but for you it has become a source of images. If you check some of your perceptions with others in the syndicate, you will likely find that some of the things that you saw were the same as others saw - but undoubtedly you also saw some images that others may not have seen. But whatever - the images you see are in part a reflection of your own past experiences and your particular needs and concerns at the moment.

Likewise to a certain extent your trainees perception of you is a function of their previous experiences and current needs and concerns. Consequently you will occupy an extremely important place in the lives of your trainees. Because of this they are likely to have exaggerated perceptions of your power and to interpret your actions in many more different ways than you would have thought possible. Indeed, some of their response to you is going to be based on the reactions they have had with other authority figures in their past (parent, teachers, military officers, other work supervisors). To the extent that these previous experiences have led them to be suspicious, fearful, skeptical, worshipful, compliant or rebellious they will have some of these same reactions to you



APPENDIX 6

COMMUNICATIONS EXERCISE

CAN YOU FOLLOW WRITTEN INSTRUCTIONS

THIS IS A TIMED TEST - YOU HAVE THREE MINUTES ONLY

CAN YOU FOLLOW DIRECTIONS?

1. Read everything carefully before doing anything.
2. Print your name in the upper right corner of this paper.
3. Circle the word 'name' in sentence number 2.
4. Draw five small squares in the upper left corner of this sheet.
5. Put an 'X' in each square.
6. Sign your name at the top of this paper.
7. In front of your name, write, 'YES, YES, YES'.
8. LOUDLY speak up so that everyone can hear you, and CALL OUT YOUR OWN NAME.
9. Put a circle completely around sentence number 3.
10. Put an 'X' in the lower-left corner of this paper.
11. Draw a triangle around the 'X' you just put down.
12. In your normal speaking voice, count from 10 to 1 backwards.
13. Draw a rectangle around the word 'corner' in sentence number 4.
14. Punch three small holes in the top of this paper, with your pencil or pen point.
15. LOUDLY speak so that everyone can hear you, and say: 'I AM NEARLY FINISHED, I HAVE FOLLOWED DIRECTIONS'.
16. Now that you have finished reading everything carefully, do only sentences one and two.

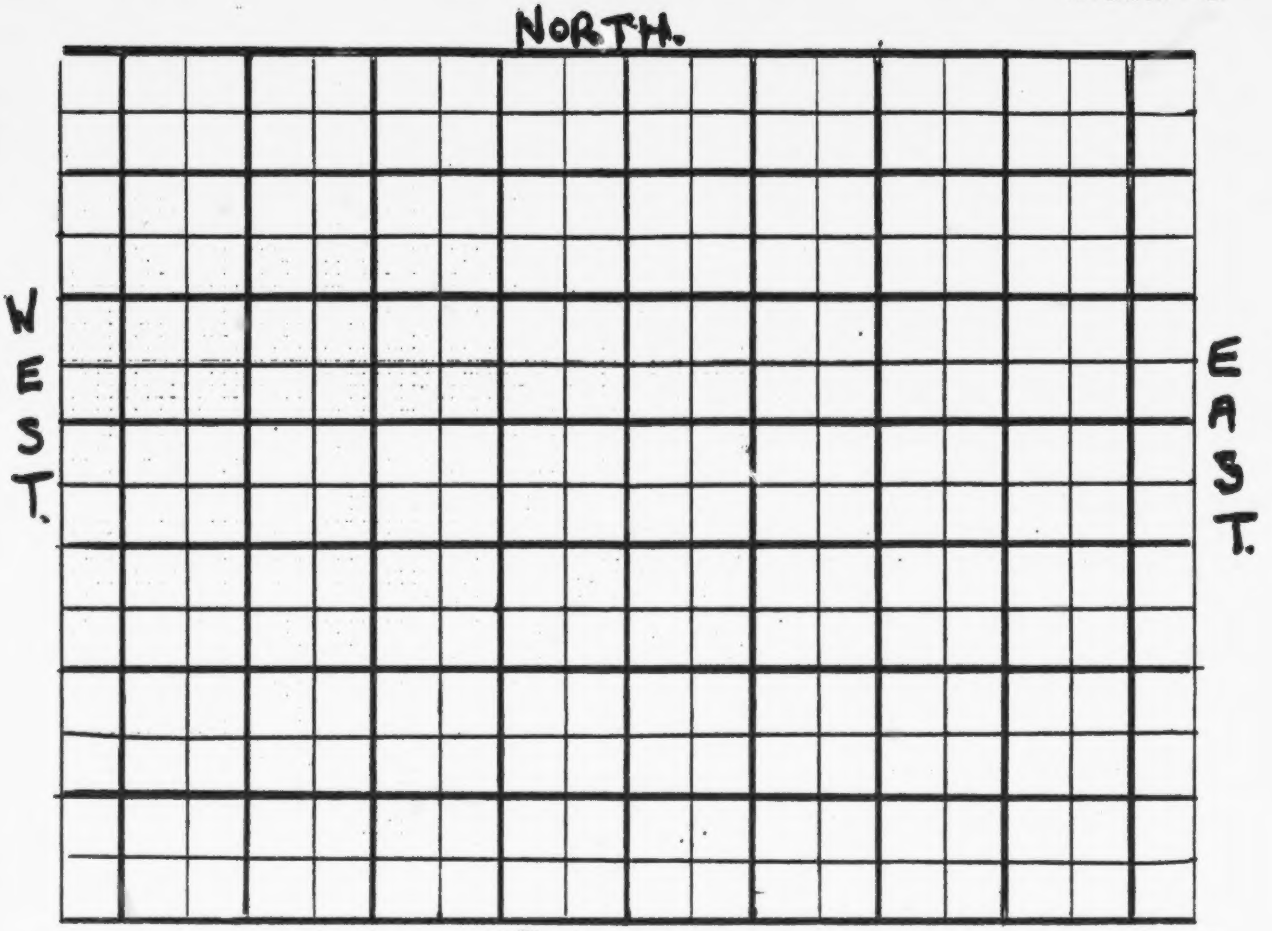
APPENDIX 7

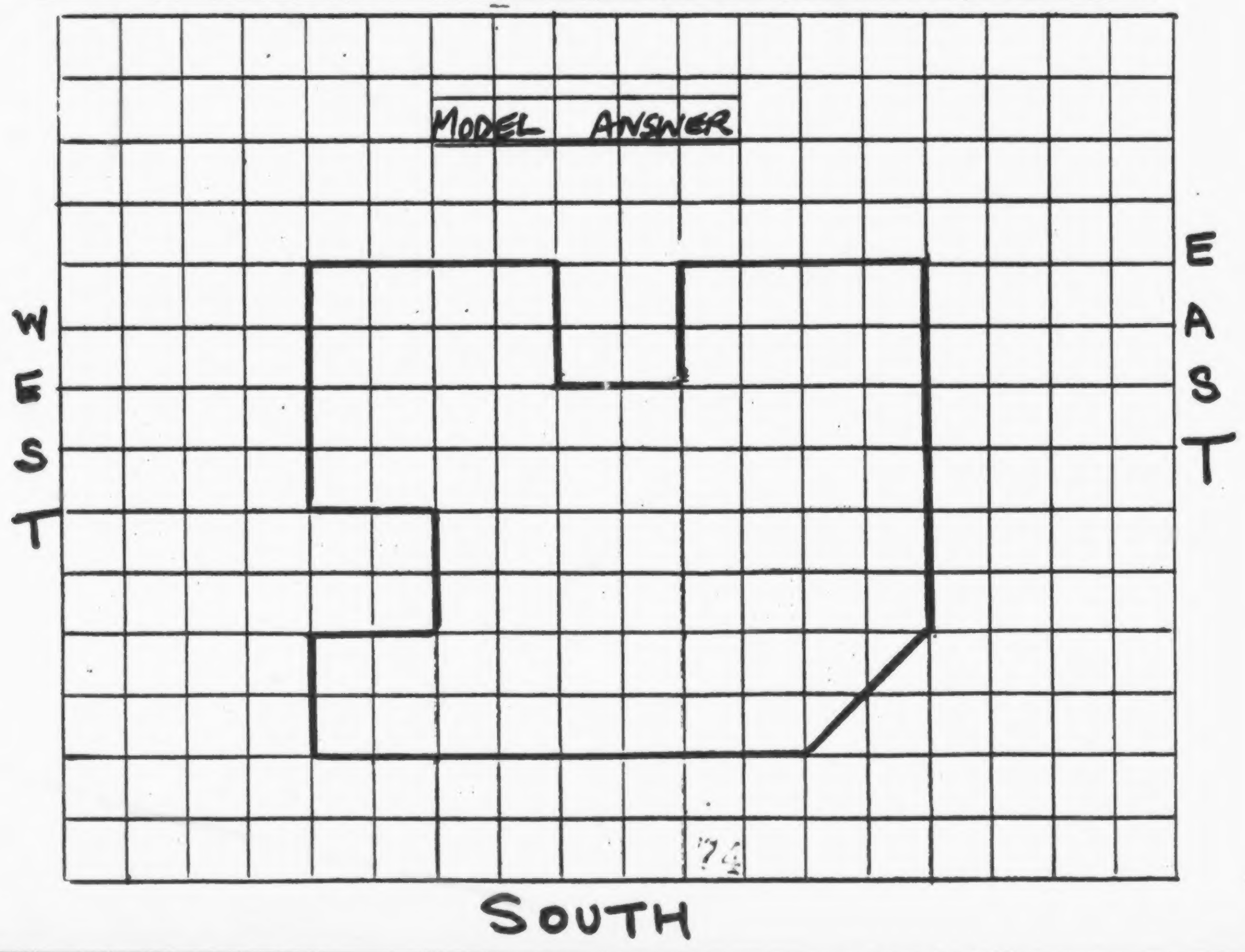
COMMUNICATIVE EXERCISE: WRITTEN DIRECTIONS

Use the large 2cm grid squares only. Do not draw until you are told.

Go to the top left hand corner.
Go south two squares.
Go east two squares.
Now draw a line two squares long east.
Now draw a line one square down south.
Now draw a line one square long east.
Now draw a line one square up north.
Now draw a line two squares long east.
Now draw a line three squares down south.
Now draw a line diagonally south west across one square.
Now draw a line four squares long west.
Now draw a line one square up north.
Now draw a line one square long east.
Now draw a line one square up north.
Now draw a line one square long west.
Now draw a line two squares up north.

APPENDIX 7(2)





- THE INTRODUCTORY SESSION
- GETTING IT STRAIGHT
- COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS
- we are here → THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR
- THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION
- INSTRUCTIONAL METHODS
- AIDS TO INSTRUCTION
- PREPARATION FOR THE JOB-INSTRUCTION
- CONFIRMING THE LEARNING
- ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION
- HOW AM I DOING? A PRACTICAL EXERCISE
- HOW AM I DOING? A KNOWLEDGE BASED EXERCISE
- THE CONCLUDING SESSION

SESSION 4

1 How and why people learn
2 The mechanics of learning
3 The learner and job instructor
4 Exercise 'First Time Up'
5 Summary

THE LEARNING PROCESS, THE LEARNER AND THE JOB-INSTRUCTOR

INF O R MAT ION

THE LEARNING PROCESS, THE LEARNER AND THE JOB INSTRUCTOR

SYNOPSIS

In the process of describing the training task it appears to be far easier to concentrate on what the instructor is to do, rather than what is to be learned. This problem usually arises because the instructor does not appreciate the roles of the learner and the instructor. In this session the following elements will be studied in attempt to correct this fault:

1. How and why people learn.
2. The mechanics and methods of learning.
3. The learner as an individual.
4. The Job-Instructor.

OBJECTIVES OF SESSION 4

Upon completion of this session the students will:

1. Be able to explain:
    - (1) How and why people learn, and identify the stages in the sequence of learning a job.
    - (2) The ways people learn, the significance of their various senses, and the human memory.
2. Be able to identify:
    - (1) Factors that affect a learner's ability to master a topic.
    - (2) Some of the problems facing learners, as follows:
      (i) Maturity, (ii) youthfulness, (iii) combinations of (i) & (ii), (iv) different cultures.
3. Recognise factors that contribute to a job-instructor successfully carrying out the task.

MEASUREMENT

1. Each syndicate member will study in detail, *one specific section* of the session material. The syndicate will brief the rest of the class giving sufficient information to satisfy *one objective* of the session.
2. An end of session quiz will highlight:
    - (1) Knowledge gained.
    - (2) Good/poor/indifferent presentations.
    - (3) Effects of difficult material complexity.

MATERIALS

1. OHP transparencies as indicated (enclosures 18 - 22)
2. OHP transparency blanks and felt pens.
3. Exercise 'First Time Up' with Quiz.
4. Syndicate presentation assessment sheet.

THE LEARNING PROCESS, THE LEARNER AND THE JOB-INSTRUCTOR

SUBJECT EXPLANATION

1 HOW AND WHY PEOPLE LEARN
2 THE MECHANICS OF LEARNING
3 THE LEARNER AND JOB INSTRUCTOR

TUTOR TO GIVE AN OVERVIEW OF THE SUBJECT.

Note: 1. *Number 3. can be divided if four syndicates are used.*
2. *All syndicates working in parallel.*

SUBJECT EXPLANATION

1 FIRST: (1) HOW AND WHY PEOPLE LEARN

HOW AND WHY PEOPLE LEARN

Learning is a purely voluntary act. No person can be forced to learn. Discipline may ensure the individual listens or even takes part in the instruction, but learning and remembering defy compulsion.

Acquiring trade skills or knowledge fortunately rarely requires individuals to be compelled to learn. Generally people will happily learn if:

1. They are interested.
2. There is an incentive.
3. They see the reason for learning a subject.
4. Appropriate methods of learning are available.

In any situation involving an instructional problem the instructor should be prompted to ask two questions. The first of these relates to the reason it is important for the trainee to learn the instruction; and the second relates to the consequences if such instruction is not learned.

In responding, the instructor must analyse why it is important to spend time and effort instructing - no small task - and whether - will it ensure that the final result is really worth the effort? For an answer to the second part, the instructor must demonstrate to the learner that it is worth the effort to learn. After all, isn't the learner's time valuable? It therefore becomes important to justify the time spent on the learning and the consequences if the learner does not gain the knowledge presented.

THEY ARE INTERESTED IN LEARNING

The basic desire to learn exists in us all. However, it will vary from learner to learner. The basic interest in a particular vocation may more likely be promoted by parental influence, counselling or family background. In some cases the initial interest in learning may be promoted through competition, self preservation, curiosity, pride, or even to gain promotion. Nevertheless, some *prime motivation* must exist; the instructor would be wise to become acquainted with a trainee's reasons for learning.

THE INCENTIVE TO LEARN

The basic desire or interest in learning is 'short term', and does not always maintain the full impetus to the learning process. A good instructor will always provide incentives to learn. The following frequently stimulate and maintain interest:

1. Encouragement and merited praise.
2. Pride in one's achievements.
3. Successful achievements.
4. Team building with delegated responsibilities.

A REASON FOR LEARNING

One of the most important, yet neglected, elements of the learning process, is *interesting* the learner in what is about to be learned. In other words showing the learner how this new information can be related to the "overall picture". Many job instructors completely ignore, or underrate the importance of, motivation and orientation in the learning process. These instructors will soon hear complaints of, "irrelevant", "why do I need this stuff?", "boring", etc.

Much research has been carried out in this area, and results indicate that people learn with greater efficiency and effectiveness if they are told WHAT they are required to learn and WHY the need to learn it.

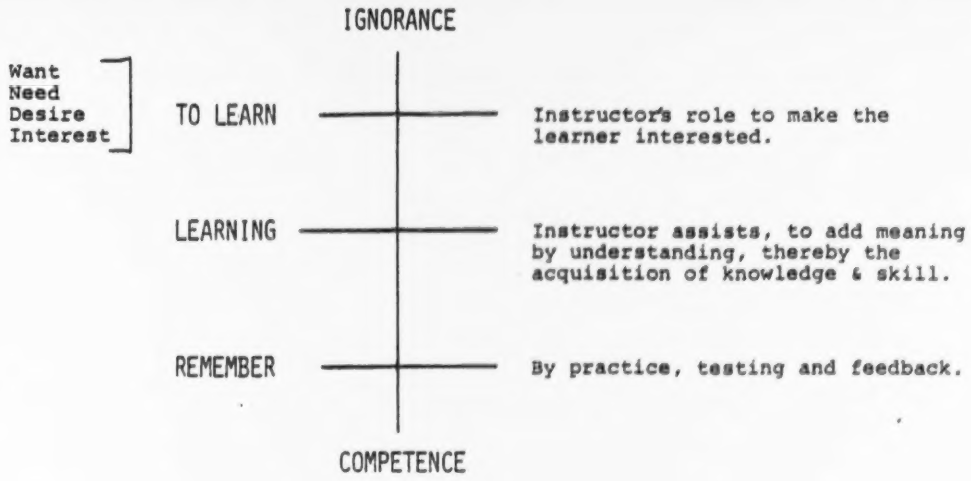
THE SEQUENCE OF LEARNING

To master a subject or acquire a new skill, trainees will normally depend upon three basic personality characteristics:

1. The initial motivation - effort an individual is prepared to expand - to overcome their ignorance.
2. Their ability to learn, understand, and remember.
3. The ability to apply newly acquired knowledge and skills over an ongoing period.

SUMMARY

These fundamentals discussed in this section can be related in the following sequence of learning:



TO LEARN — Instructor's role to make the learner interested.

LEARNING — Instructor assists, to add meaning by understanding, thereby the acquisition of knowledge & skill.

REMEMBER — By practice, testing and feedback.

Your job as an instructor is to lead the learners through these stages until proficiency is reached, at which point the trainees are competent to perform the job on their own.

GROUP TASK

1. SYNDICATE 1 WILL BE ISSUED WITH WRITTEN INFORMATION COVERING THEIR SECTION OF THE SESSION. THIS INFORMATION IS INCLUDED IN EXERCISE "FIRST TIME UP", (APPENDIX 1).
2. ELECT SYNDICATE LEADER.
3. STUDY THE MATERIAL AND BE PREPARED TO BRIEF THE BEST OF THE CLASS ON THE TOPIC.
4. PREPARE ONE QUESTION TO ASK THE OTHER SYNDICATES.
5. TUTOR TO BE ON HAND TO PROVIDE SUBJECT EXPERTISE IF REQUIRED.

CLASS TASK

STUDENTS ARE TO FORM AS A CLASS AND BE BRIEFED BY SYNDICATES IN TURN, NOTE MAIN POINTS AND ASK CLARIFICATION QUESTIONS.

WRITE — REWRITE

TUTOR TO QUIETLY RECORD ON THE FORM PROVIDED, (APPENDIX 2), THE QUALITY OF THE PRESENTATION FOR EACH SYNDICATE (TO BE USED LATER IN THE COURSE).

2 SECOND: THE MECHANICS OF LEARNING

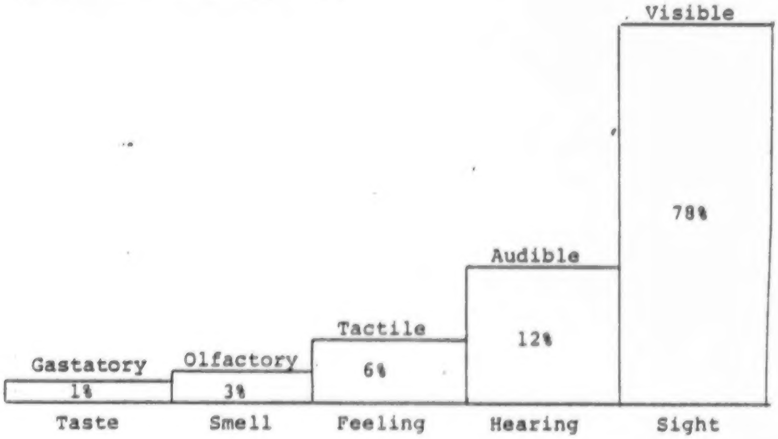
INTRODUCTION

In setting out to highlight some important points that the job instructor should know about the learner, one should warn of the fallacy of the "average trainee". Nevertheless, in the interest of ease of presentation, we will assume that most people behave and respond in an average manner while under training. However, be aware, from material already discussed, that people differ widely when cast in the role of "the learner".

WAYS OF LEARNING

It has been established that all learning is through one or more of the five natural senses. Research has shown that the senses contribute to a learners ability to absorb new information in approximately the following ratio:

through	SIGHT	78%	Visual Cues
through	SOUND	12%	Aural Cues
through	TOUCH	6%	Tactile Cues
through	SMELL	3%	Olfactory Cues
and, through	TASTE	1%	Gastatory Cues



At first glance it might appear that Audio Visual training techniques alone are likely to produce the training results required. However, this is far from the truth. To illustrate that the subject is somewhat more complex, one must consider the ability of the learner to retain new information gained by use of the various senses.

As a general guide we retain information at approximately the following ratios:

SIGHT - 10% of what we read.
SIGHT - 30% of what we see.
SOUND - 20% of what we hear.
SIGHT/SOUND - 50% of what we see and hear.
TOUCH/SIGHT/SOUND - 80% of what we feel, see and hear.

These percentages are of illustrative importance only, but nevertheless, it reveals that good training should comprise as many of the appealing senses as possible. The emphasis should be on Sight, Sound and Touch.

THE MEMORY

The ability of an individual to recall knowledge information is termed Memory. There are two kinds of memory which interest the job-trainer:

1. Rote Memory. From which information of habit is drawn. Knowledge is usually gained from retention where thought and analysis is not required (eg. multiplication tables).
2. Pure Memory. From which the logical processing of information produces thoughts, ideas or even new forms of the original information.

RETENTION

Retention is a time based phenomenon and decreases with time. If new knowledge and skill is not applied it is soon partially forgotten. People tend to remember the most recently received material, rather than dated information. However, the degree of stimulation associated with the learning experience plays a great part in retention (often with negative results). Repeated examples tend to be committed to memory rather than single cases.

RELEARNING

Material once learned is seldom completely forgotten, such material is usually relearned in a much shorter time than the original experience.

ASSOCIATIONS

Often a complex idea can be remembered because of a deliberate attempt to associate it with an easily remembered formulae. These are memory joggers, the most common of which are mnemonics. For example, most school pupils will remember "Richard of York Gained Battles in Vain", when thinking of the colours of the rainbow in their physics experiments on sunlight.

IMAGERY

This is simply the mental picture conjured up on stimulation from one or more sense. For example smells of cooking, frequently prompt us to imagine the appropriate dish.

SUMMARY: 'THE MECHANICS"

SUBJECT TO BE LEARNED

ABSORBED	Instructor's role to use appropriate senses (sight, sound, touch, taste, smell)
COMMITTED TO MEMORY	Instructor's role is to use appropriate technique and senses to aid committment. (Rote, Pure, Association, Imagery)
RETENTION	Relearning) Recency) of information Frequency)

SUBJECT RECALLED

GROUP TASK

WRITE REWRITE

CLASS TASK

SYNDICATE 2 TO PROCEED WITH EXERCISE 'FIRST TIME UP" IN THE SAME MANNER AS SYNDICATE 1.

SUBJECT EXPLANATION

3 THIRD: THE LEARNER AND THE JOB-INSTRUCTOR

4 THE LEARNER

INTRODUCTION

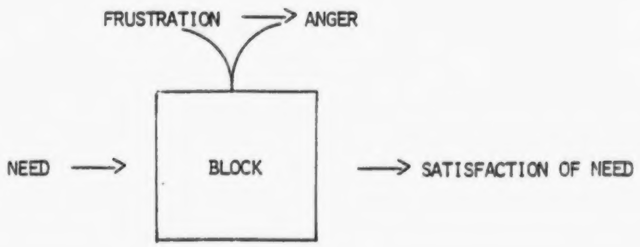
Trainees are people who have needs, drives and desires that must be satisfied. If the learner is frustrated the learning process is interfered with. All instructors have a responsibility to minimize these frustrations, and to do this they must learn to consciously observe and recognize behaviour patterns. The learner is hardly likely to tell the instructor that "I feel inadequate", yet failure to recognize the symptoms of frustration will certainly lead to low levels of learning.

UNDERSTANDING FRUSTRATION

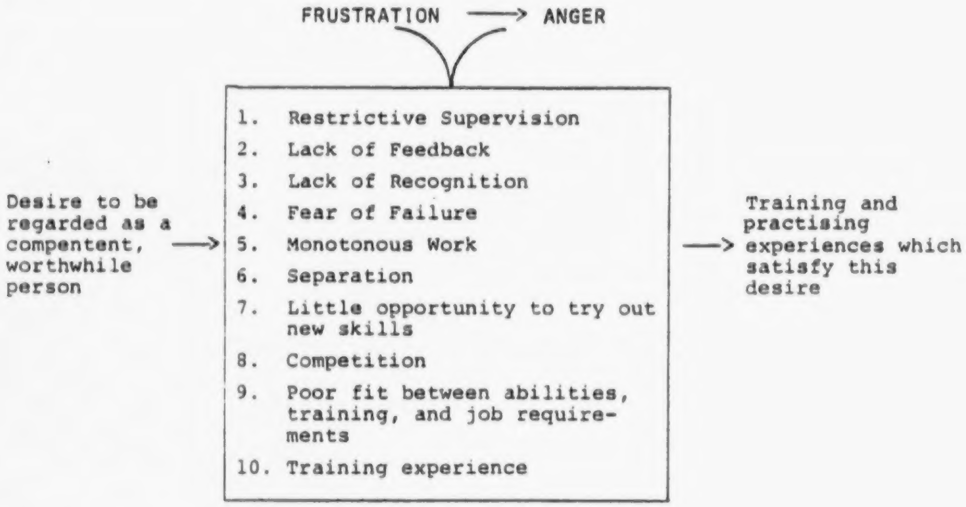
You have undoubtedly observed a youngster throwing a temper tantrum and may have expressed something to the effect that:

"It looks like they didn't get their own way!"

In like manner whenever trainees are frustrated, they experience varying degrees of anger and resentment. But as we grow older, most of us have learned that temper tantrums aren't acceptable adult behaviour. The anger is still felt, but the expression of it has become more complex. *A basic model you can use in your learner's case is the following:*



As you think about this model as it applies to on-the-job training, you should identify some of the needs which your trainees are trying to satisfy. Certainly most folk are in the work place first of all to earn the money which enables them to satisfy many needs away from the job. However, while at work there is also usually a desire to be an accepted member of a congenial group of work associates. And related to this is the desire to be regarded as a *competent, worthwhile person*. Let's take another look at the model in this case detailing the variables associated with on-the-job training.


FRUSTRATION → ANGER
Desire to be regarded as a compentent, worthwhile person →
1. Restrictive Supervision
2. Lack of Feedback
3. Lack of Recognition
4. Fear of Failure
5. Monotonous Work
6. Separation
7. Little opportunity to try out new skills
8. Competition
9. Poor fit between abilities, training, and job requirements
10. Training experience
→ Training and practising experiences which satisfy this desire

All of us are caught in situations from time to time where the above need is frustrated and you will probably see a little of yourself in the discussion which follows. Depending upon the strength of the need and the duration and stubbornness of the blocking conditions, the feelings of frustration become greater and the expression of the anger more intense and nonconstructive.

BLOCKS AND DEFENCE MECHANISMS

The following things are likely to cause worry, frustrate and anger the trainee, to a greater or lesser extent:

1. Restrictive supervision.
2. Lack of recognition.
3. Fear of failure.
4. Feeling of inadequacy - both personally, socially and intellectually.
5. Separation from family, friends.
6. Unfamiliar surroundings.
7. Unfamiliar classmates/workmates.
8. The air of competition.
9. The aura of instruction ("back to school").
10. Lack of feedback.

The effect of all of these things will be to put the trainee on the defensive in any one of the following ways:

1. Socially - brashness/aggressiveness ("Life and soul of the party")
   - withdrawal ("It must be me")
2. Intellectually - Studiousness
   - "couldn't care less"
3. Work-wise - blind acceptance of new ideas
   - determined clinging to old ways
   - direct ("take that")
   - overcompliance ("If that's what you want")

We call all of these subterfuges "defense mechanisms" and their purpose is to, consciously or unconsciously, hide from others the fact that we in some way feel inadequate, frustrated or angry.

Once the trainees have been in the learning environment for some time, they will, if the instructor has done the job properly, feel more "at home", and will normally learn without interruption. However, at times during instruction, the trainee will again raise these defence mechanisms, probably at a difficult or disheartening phase of the training, in any of the following ways:

1. Will *rationalise* - substitute a plausible reason for the real one. For example, when trainees fail a task, they are more likely to blame the quality of the test given than the inadequacy of their own ability.
2. Will resort to *escapism* when the going gets difficult. This can be mental (daydreaming) or physical escapism (malingering).
3. Often the learner displays *aggressiveness* - frustration; either openly, or by sullen movements.
4. The learner will give up in *resignation*, at the extreme point of frustration, and will lose all interest in the subject.

The *instructor's responsibility*, in this respect is to minimize trainee frustrations. This can be done in a number of ways:

1. By knowing the basic background of the trainees before they commence training.
2. By presentation of material:
   - sequentially arranged, so as to not "leave anyone in the dark".
   - interestingly presented, to arouse motivation, and feelings of relevance.
   - employing a variety of teaching methods.
   - practical/discussion groups/instruction sheets/individual instruction etc.
3. By personal manner:
   - being approachable, so that trainees know they can present you with their learning problems.
   - being knowledgeable in your trade area, so that the trainee feels confident in the worth of your instruction.
   - knowing the trainees by name, as individuals.
   - giving positive recognition where it is due, for tasks well done, and not just highlighting unsatisfactory things.
   - admitting personal mistakes - no one can be right all of the time.
   - taking trainees into your confidence - at least to the extent of letting them know what is expected of them, and keeping them informed of their progress.
4. By arrangement of the learning environment:
   - heating/lighting levels
   - equipment layout
   - live examples where possible.

SOME PROBLEMS FACING THE LEARNER

The Effect of Age on the Learning Process

Since training has to cater for the needs of people in age groups ranging from the school leaver to those approaching retirement, it is essential to consider the training problems posed by the effect of age, and its bearing upon outlook, experience, past environment and motivation.

It is not suggested that one should go as far as categorising all age groups. This is unnecessary and distasteful, but certainly the successful instructor will be aware of age problems that influence training.

An appreciation of the two extremes should give an insight into the effects of age upon the learning process.

School Leavers

Trainees in this category are in a period of transition from one environment to another. This transition poses many problems affecting the successful completion of their training. Briefly these are:

1. Loss of individual importance. The senior school leaver is now the junior apprentice - feels to be a little fish in a large pool.
2. Imposition of more difficult conditions. Hours lengthened by one-third. Expected to live up to 'tough school'.
3. Change of environment. More dirt, noise, danger and less opportunity to 'play' to alleviate boredom. The latter causes thoughts of outside interests to be a welcome diversion from the dull routine and the necessity to concentrate.

THESE PROBLEMS STRESS THE NECESSITY TO ABSORB TRAINEES INTO A TRAINING PROCESS THAT IS INTERESTING AND SATISFYING.

Mature Trainees

In this group the problems are less but may still include:

1. Those due to change of environment - change of employment hours and conditions etc.
2. Those due to increasing personal responsibilities, for example, doubts about meeting targets expected from them. They are also more conscious of what other members of the work force think of them and their ability.
3. Those due to having been away from normal training processes for a long time - a feeling of rustiness - a slowing down of the ability to learn - fears created as a result of failure experienced in earlier years.
4. Those due to moving from purely operative skills to new tasks involving mental skills of analysis and synthesis.

Mature Learners: Some misconception dispelled

Recent research both in the United States and the United Kingdom has indicated:

1. The average mature trainees are at least intellectually able, and perform as well, as their younger peers. You can "teach an old dog new tricks".
2. Adults who continue to participate in learning, learn more effectively than those who do not. Learning skills need practice to be maintained.
3. Adults learn best at their own pace. People learn at different rates, this factor becoming more pronounced with age.

THESE PROBLEMS SUGGEST A PRECISE STUDY OF EACH INDIVIDUAL, THE SELECTION OF THE BEST METHODS OF TRAINING; PERHAPS MORE FREQUENT BUT SMALLER 'DOSES' OF INSTRUCTION. LESS VERBAL LEARNING, RATE OF LEARNING, CONFIDENCE BUILDING, ABOVE ALL, PATIENT PERSEVERANCE IN ACHIEVING YOUR OBJECTIVE.

Problems Common to Both Age Groups

People in both groups are subject to learning difficulties created by:

1. *Fatigue.* This may be mental or physical. The instructor should always be conscious of the correct balance between theory and practice. Practice makes perfect providing fatigue is not present, otherwise the quality of performance will deteriorate.
2. *Being a passive participant.* Passive, inert learning environments create learning difficulties. Learning is an active process demanding action and involvement not boredom.
3. *Being rushed.* Time must be provided to practise the learning, to consolidate and gain confidence.
4. *Failure to recognize there are different levels of learning.* Learning to memorize a simple procedure for rote recall, is quite different from learning a major plan. There are at least four levels of learning, each demanding its own method, timing and measures.

PROBLEMS ARISING FROM CULTURAL DIFFERENCES

This handbook can deal only briefly with cultural factors that can affect job-training.[1] This section is directed primarily at those job-instructors who are responsible for the design and implementation of training for trainees from other cultures.

The following are some of the major differing cultural factors to consider when job training in a multi-cultural environment:

1. Learning habits.
2. Vocabulary, language and terminology.
3. Labour laws and regulations.
4. Human behaviour and attitudes.
5. Previous training and education.

The job trainer should be aware of the characteristics of different cultures, for in every nation there are strongly held beliefs, traits and behaviour patterns. Some of these to be aware of are:

1. Language and communication.
2. Dress and appearance.
3. Food - feeding habits.
4. Time and time consciousness.
5. Rewards, recognitions and gratuities.
6. Relationships - family and hierarchical.
7. Values and standards.

In a multi cultural environment, a well designed and presented job-training package can serve two functions; first, it can develop an effective workforce, and secondly, it can help to establish a favourable work environment within the organisation.

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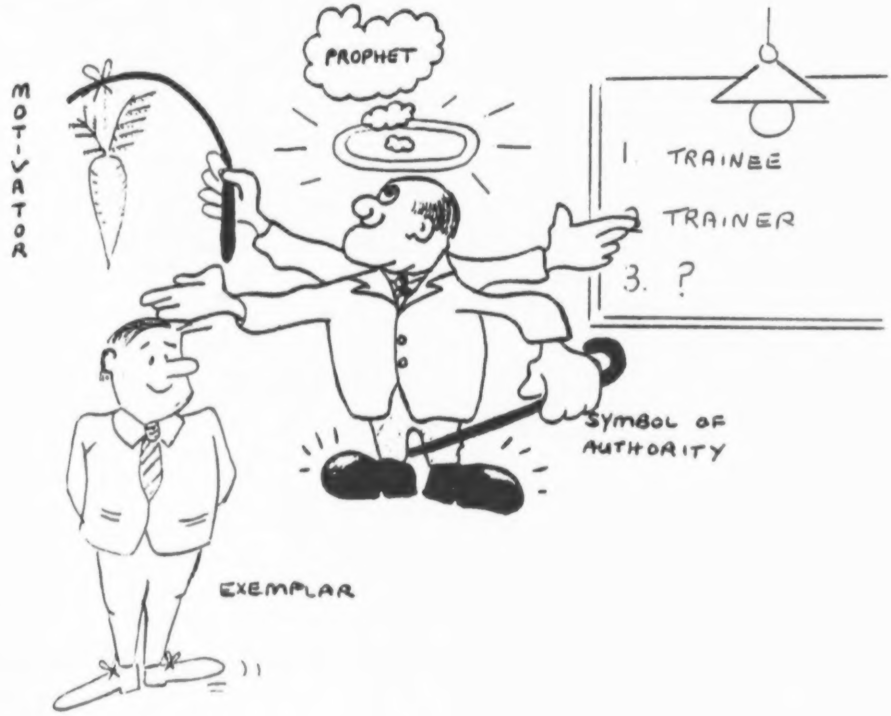
[1] *Further details covering a wide range of cultures can be obtained from any VTC Regional Liaison Officer.*

5 THE JOB INSTRUCTOR



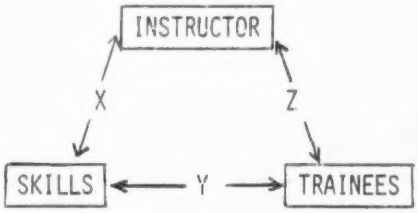
INTRODUCTION

Instruction is so integrated in the relations between an instructor and the trainee(s), that unless this is clearly understood the most competent of tradespeople will fail in their instructional task.

In the instructing/learning setting, there are three main interrelated factors:

1. Skills to be learned.
2. Trainees to learn them.
3. An instructor who possesses these skills, and whose job is to teach them to the trainees.

These can be presented diagrammatically as follows:



Where X = Trade-skills
Y = Trainee-attitudes/instructor instructional skills
Z = Instructor-trainee relationships.

The presence of Factor 'X' is taken for granted. Factor 'Y' is dealt with elsewhere in this handbook; trainee-attitude in, and instructional skills throughout the book. The aim of this section is to examine the instructor-trainee relationship from the point of view of the personality and attitude of the instructor.

AN IDEAL INSTRUCTOR?

There are probably as many kinds of instructor-personalities as there are instructors. Is one of them the 'ideal'? The answer is probably no. Certainly there are 'good' and 'bad' instructors, as any trainee will tell you. What is the difference?

THE 'GOOD' INSTRUCTOR

One Major Factor

The personality of the 'good' instructor tends to be marked by one major factor; *They recognise the trainee as a person and relate to them as such.* (The 'good' instructor would, for example, be well aware of the difficulties experienced by trainees of all ages.)

Attitude to Trainee

To the 'good' instructor, training is a heartfelt vocation, and not just a chore. In accepting the role of trainer, he also accepts the many other roles in addition to that of being an instructor:

- Orator
- Guide
- Seer
- Interpreter
- Tutor
- Therapist
- Designer
- Leader
- Manager
- Prophet
- Pscho-analyst
- Exemplar
- Father-confessor
- Symbol of authority

Personal Qualities

To achieve these roles, and to continue to function as an individual, the instructor needs a formidable list of personal qualities, including the following:

- Patience
- Understanding
- Tact
- Humour
- Enthusiasm
- Cheerfulness
- Encouragement
- Trustworthiness
- Responsibility
- Confidence
- Authority
- Empathy
- Self-Discipline
- Neatness
- Approachability
- Impartiality
- Consistence

A formidable list indeed. As one potential instructor put it, it describes a saint, not an instructor! Clearly, there are very few people who consistently exhibit all these qualities. The 'good' instructor, however, is the one who tends to exhibit the right combination of these qualities, in the right proportion, at the right time.

THE 'BAD' INSTRUCTOR

Obviously, the 'bad' instructor will be the complete opposite of the 'good'. Namely:

Impatient
Sarcastic
Overbearing
Sloppy
Arrogant
Autocratic
Morose

However, the instructor could also be regarded as 'bad' because of an over-abundance of the 'good' qualities. For example; could be over-confident, excessively full of humour, painstakingly tactful or over-solicitous about the trainee's welfare. Again, the trick lies in striking a balance.

THE SUCCESSFUL INSTRUCTOR

The successful instructor possesses, therefore, many qualities of a leader. These are too numerous to list here, but some of those important to the job of instructing, require that you:

1. Treat the trainee as an individual.
2. Be firm but sympathetic and tolerant.
3. Always let it be known you are approachable.
4. Never be sarcastic or bullying.
5. Never bluff - always admit a lack of knowledge.
6. Encourage through praise, when merited.
7. Be confident but natural.
8. Set a good example.
9. No favouritism. Never let it be seen that you have favourite trainees.
10. Be honest. Trainees trust your integrity, they believe you practise what you preach.

YOUR GUIDE IS:
SET AN EXAMPLE
BE FAIR
BE FIRM
BE FRIENDLY
SEE THROUGH THE EYES OF THE TRAINEE.

CONCLUSION

While not all personality-types make 'good' instructors, most can. Those instructors who maintain a sense of proportion in their relationships with their trainees, are keen for their trainees to do well, and lead them towards their objectives by sound instructional techniques, tend to be regarded as 'good' instructors.

SOME INSTRUCTORS ARE 'BORN', MOST ARE 'MADE'

GROUP TASK **WRITE REWRITE** **CLASS TASK**

SYNDICATE 3 TO PROCEED WITH EXERCISE "FIRST TIME UP" IN THE SAME MANNER AS SYNDICATE 1.

SUBJECT EXPLANATION

TUTOR TO SUMMARISE THE THREE SECTIONS THAT HAVE BEEN PRESENTED COVERING ANY POINTS THAT WERE OMITTED OR GIVEN TOO LITTLE EMPHASIS.

CLASS TASK

STUDENTS ARE TO ANSWER 12 SHORT OBJECTIVE QUESTIONS ASSOCIATED WITH THE EXERCISE "FIRST TIME UP" AND THE TUTOR INTRODUCTORY OVERVIEW.

Note: 1. (a) If 4 syndicates 3 questions per section.
(b) If 3 syndicates 4 questions per section.
2. If 4 syndicates divide 3 into 2 section.

WRITE REWRITE

1. REFORM INTO SYNDICATES AND GET THE SYNDICATE LEADERS TO BRING THE TOTAL SCORES AND THE SCORES PER SECTION TO THE TUTOR.

2. COLLECT UP EXERCISE TEST QUESTIONS AND ANSWERS.

   Note: Work in averages if syndicates are not equal in number of members.

   (1) GIVE FEEDBACK TO CORRECT ERRORS AND SUMMARISE THE SESSION.
   (2) WRITE ON THE BOARD THE RESULT AS SYNDICATE SCORES.
   (3) DECLARE A WINNER

EXAMPLE

SECTION	SYN 1	SYN 2	SYN 3	TOTAL	MAX
1	12	7	8	27	36
2	8	12	8	28	36
3	9 ④	9	11	29	36
① TOTAL	29	28	27	②	③
MAX	36	36	36		

SUBJECT EXPLANATION

INTERPRETATION OF RESULTS

The presentation of results motivates and interests the students. The above shows:

① The winning syndicate.
② The Best Learned section (analyse why)
③ The Worst Learned section (analyse why)
④ The Best Instruction syndicate (analyse why).

4 SUMMARY

SUBJECT EXPLANATION

GIVE A SUMMARY OF THE SESSION

Note: 1. *Do not enter into arguments on the questions and answers.*
2. *Converse with Losing groups if a tea break is taken here, join the Losing group members first.*

TAKE A BREAK

EXERCISE "FIRST TIME UP"

AIMS

The aims of this exercise are to:

1. Get the trainees to use their limited skills and knowledge for briefing a group of learners.
2. Create a confidence-building situation.
3. Learn topic-related material for this session.
4. Provide the tutor with an indication of individual trainee's confidence and abilities in the work group setting. (This information will be used to gauge improvements and to allocate tasks for future exercises.)

METHOD

1. The tutor will issue one of the information packages detailed on page 88 to each syndicate. The packages range in difficulty of presentation from easy to demanding. Issue the most demanding package to the most able syndicate etc.
2. Syndicate members must study the information and then decide how they are going to tell the rest of the class the vital points contained in their assignment.
3. Syndicates will present their particular topics to the rest of the class and in turn be briefed by other syndicates.
4. All trainees will answer a simple topic quiz to illustrate the factors described in the guide.

Note: The tutor can expect the following points to emerge:

(1) No clear objectives.
(2) Poor presentation.
(3) Nerves and stage fright.
(4) Lack of self confidence.
All these points should be noted for later reference.

MATERIALS

The Trainees will require:

1. Blank OHP transparencies and pens.
2. Prepared OHP transparencies and pens.
3. Drafting sheets.
4. Exercise packages.

The Tutor will require:

1. Presentation assessment sheets.
2. Copy of assignment scripts.

ENCLOSURES

1. Packages (see page 88).
2. Presentation assessment sheet.
3. Post exercise quiz (see page 88).

APPENDIX 2

PRESENTATION ASSESSMENT SHEET

TITLE/TOPIC: ______________________ TIME ENDED: __________
NAME OF TRAINEE: ______________________ TIME BEGAN: __________
SYNDICATE: __________ ASSESSED BY: __________ TIME TAKEN: __________

1. Evidence of planning and prior preparation
2. Comment on Written Preparation
3. Topic Delivery:
    - Introduction
    - Development
    - Conclusion
4. Use of Class:
    - Involvement
    - Questioning
5. Training Aids
6. Speech and Instructional Characteristics
7. Additional Comments
8. Points to consider for next delivery

EXERCISE 'FIRST TIME UP'

PACKAGES

The tutor should endeavour to divide the 'subject information material', contained in pages 71 to 83 of this guide, evenly between the syndicates taking part in the exercise. If only three syndicates are involved then the division shown at the top of page 71 can be used. Whatever division is made a syndicate member's material must be clearly identified with their portion of the final quiz. These questions should be an equal number for each syndicate.

EXERCISE 'FIRST TIME UP'

"QUIZ"

The tutor is to design a simple quiz consisting of 12 objective questions to cover the material covered by each syndicate's material. For the case where there are more than three syndicates, refer to the guide text. Make sure the test is capable of discriminating between good and poor learners. However, do not take too long over this aspect of the exercise. The following test items can be used as an initial exercise:

EXERCISE 'FIRST TIME UP'

KNOWLEDGE QUIZ

Mark the following statements by either assessing them as True (T) or False (F):

Delete as appropriate

(F) 1. Learning is a basic need and everyone can be made to learn. (T) or (F)

(T) 2. Some prime motive must exist for learning to take place. (T) or (F)

(F) 3. The sequence of learning starts with Ignorance and ends with Remembering. (T) or (F)

(T) 4. In learning material the instructors role is to maintain the learner's interest. (T) or (F)

(F) 5. We gain most of our information from "sight" and we retain most of this information. (T) or (F)

(F) 6. Pure memory refers to the ability of a trainee to recall habit information. (T) or (F)

(T) 7. Skills and Knowledge once learned are seldom completely forgotten. (T) or (F)

(T) 8. 'Associations" are commonly called memory joggers. (T) or (F)

(F) 9. Adults learn best if they are given a strict timetable to assist them. (T) or (F)

(F) 10. The major factor for an instructor to consider is "treat all trainees in the same manner". (T) or (F)

(T) 11. In the instructing/learning setting there are three main factors: The INSTRUCTOR - TRAINEES - SKILLS PRESENT. (T) or (F)

(T) 12. When trainees become frustrated they are likely to go on the defensive. (T) or (F)

NUMBER ____________

MAKE SURE YOU HAVE ANSWERED ALL QUESTIONS

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

we are here → **THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION**

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 5

- 1 The ten good principles
- 2 Exercise 'Ten Commandments'
- 3 Summary

THE 10 PRINCIPLES OF GOOD JOB-INSTRUCTION

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

SYNOPSIS

A need for a sound systematic approach to training and instruction will have emerged from the preceeding sessions. The subject of principles of good job-instruction is therefore a logical next step. However, students should be made aware that principles are *not* rules but sound guidelines on which to proceed. The ten principles of job-instruction are to be learned using group teaching method applied in session 4.

OBJECTIVES OF SESSION 5

Upon completion of this session the students will:

1. Be able to explain the significance of the ten principles of instruction to the job-instructor.
2. Apply the principles in a practical job-training situation.

MEASUREMENT

1. Each syndicate member will study in detail a number of the principles of good job-instruction. The syndicate will brief the rest of the class, giving sufficient information for class members to satisfy the associate learning objective.
2. At the end of the session a quiz will highlight:
    - (1) Knowledge gained.
    - (2) Good/poor/indifferent presentation.
    - (3) Effects of different material complexity.

MATERIAL

1. OHP transparencies as indicated (Enclosures 23 & 24)
2. OHP transparency blanks and felt pens.
3. Exercise 'TEN COMMANDMENTS'.
4. Syndicate presentation assessment sheet.

1 THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

SUBJECT EXPLANATION

1 SETTING THE AIM
2 PLANNING
3 PREPARATION
4 PRESENT NEW INFORMATION IN SEQUENTIAL STEPS
5 MAINTAIN TRAINEES INTEREST
6 USE THE CORRECT SENSES
7 CREATE AN ACTIVE TRAINING ENVIRONMENT
8 KEEP IT SIMPLE
9 CONFIRM AT EACH STAGE
10 ALLOW THE LEARNERS TO PROCEED AT THEIR OWN PACE

TUTOR TO GIVE AN OVERVIEW OF THIS SUBJECT

2 EXERCISE 'TEN COMMANDMENTS'

Note: 1. *Divide 10 principles on the basis of the number of syndicates.*
2. *All syndicates work in parallel.*
3. *Give class presentation in order, syndicate 1, 2, & 3.*

SUBJECT EXPLANATION

FIRST: 1 2 3 AND 4.

1 SETTING THE AIM

When developing any element of instruction, an instructor must ask, "what is the aim of this session"?. For if the instruction is to be successful, it must have a series of aims or objectives. We have already discussed the value of writing a statement of the instructional problem, which establishes the training need and the consequences of not satisfying that need. Furthermore, the instructor will have considered the trainee as an individual. Therefore, the aims of the training elements should logically flow from this source.

The learner must consolidate each objective before the next is attempted; the instructor must therefore know precisely what the learner is to achieve at each stage. Consider these two statements of the aim of an element of instruction:

No 1. Revision on the NCR 147B Cash Register.

No 2. To wire and test a Type 34 Fuse Box to ERB Regulatory standard.

Statement (2) is obviously the better as it is clearly defined and has an aim. *Before* planning any session or element of job-instruction provide the answer to this question:

"What do I want the learner to achieve at the end of the element?"

Your answer should be:

- Clearly expressed using action verbs (action words).
- Be practical
- Be observable

A CLEAR AIM WILL TELL YOU
WHAT TO TEACH AND THE
LEARNER WHAT TO LEARN

2 – 3 PLANNING AND PREPARATION

So many instruction sessions are wasted through a failure on the part of the instructor to plan and prepare adequately. If this stage is neglected, chances are, that what follows will be second rate.

Planning is the first principle of management, and after all, you as an instructor, are *managing* the learning of a new behaviour.

Well-planned instruction and proper preparation of the resources needed help to ensure your instruction is remembered by the trainee's. They may also admire the way you presented the subject, and as a useful result, will want to learn more from you.

It is appropriate at this point to mention 'stage fright', the bogy of all new instructors. The degree to which this will affect you will vary, but it can be largely overcome through sound planning and preparation, knowing what you are going to do next, and how.

PLANNING AND PREPARATION HELP THE
INSTRUCTOR AS MUCH AS THE LEARNER

4 PRESENT NEW INFORMATION IN SEQUENTIAL STEPS

The fourth principle in the instructional process is to present the learner new information in a logical sequence. Research has shown that often the sequence decided upon by the subject expert (instructor), is not always the best sequence for the first time learner. Very often the only way of sorting out this problem is to get feedback from a learner on a trial run. If this sounds a bit "hit and miss" the following common sequencing alternatives may be used:

1. Hierarchical (graded) Information is presented from easy to difficult or simple to complex. Many knowledge subjects lend themselves to this sequence. Moreover, vocationally related skills often lend themselves to this type of sequence. For example, a tyrebuilder would learn the vocabulary, the handtools, the machine operation and then the specific techniques used in tyrebuilding.
2. Chronological (step by step) Such a sequence is often used in machine operations. For example, prepare machine, machine on, loading machine, operating machine, unloading, and turning off.
3. Spatial (directional) Where information learned must follow a desirable flow. For example, from left to right, up-down, clockwise etc. This sequencing is applied in medical training, bones are often learned head to toe, where tissue is learned from outside skin layers to the bones and organs.
4. Thematic (by a theme) Where new information is presented according to an obvious theme or relationship. A motor mechanic might learn the car's function by a theme of "car systems": the transmission system, fuel system, hydraulic system, electrical system, etc..

WHICHEVER SEQUENCE IS USED, THE PRESENTATION
MUST BE LOGICAL AND DISCERNABLE TO THE LEARNER.

GROUP TASK

1. SYNDICATE 1 WILL BE ISSUED WITH WRITTEN INFORMATION COVERING THEIR PRINCIPLES OF GOOD JOB-INSTRUCTION THIS INFORMATION IS INCLUDED IN EXERCISE 'TEN COMMANDMENTS'; (APPENDIX 1)
2. ELECT A NEW SYNDICATE LEADER
3. MEMBERS STUDY THE MATERIAL AND BE PREPARED TO BRIEF THE REST OF THE CLASS ON THE TOPIC.
4. PREPARE ONE QUESTION TO ASK THE OTHER SYNDICATES DURING THEIR PRESENTATION.
5. TUTOR TO BE ON HAND TO PROVIDE SUBJECT EXPERTISE IF REQUIRED.

Note: If one person acts as spokesperson for the syndicate it must be someone different to the previous exercise.

CLASS TASK

STUDENTS ARE TO FORM AS A CLASS AND BE BRIEFED BY SYNDICATES IN TURN, NOTE THE MAIN POINTS AND ASK CLARIFICATION QUESTIONS IF IN DOUBT.

WRITE — REWRITE

TUTOR TO QUIETLY RECORD ON THE FORM PROVIDED (APPENDIX 4/2), THE QUALITY OF THE PRESENTATION FOR EACH SYNDICATE (TO BE USED LATER IN THE COURSE).

SUBJECT EXPLANATION

SECOND: 5 6 AND 7

5 MAINTAIN THE TRAINEE'S INTEREST

We have already decided that a good instructor must exhibit leadership qualities, and to that end must *lead* the trainee through the sequence of learning:

From: IGNORANCE
WANTING TO LEARN
LEARNING
REMEMBERING
To: COMPETENCE

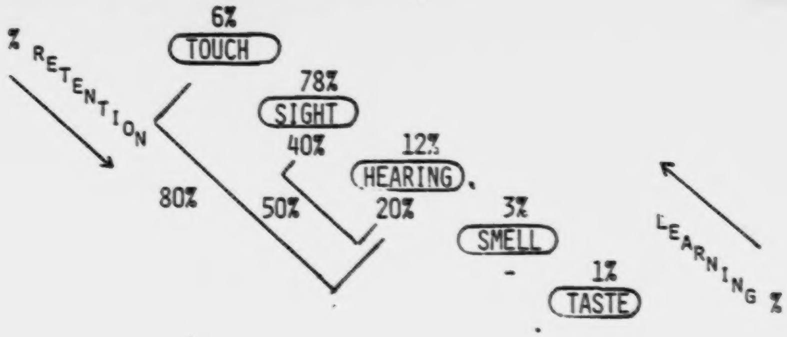
Maintaining interest, particularly with young adult learners, is of prime importance in starting them off at the first stage of a learning sequence, keeping them going during the learning, and confirming their success at stage three.

Whilst much interest will be directly stimulated by the enthusiasm of the instructor, these additional suggestions have a proven track record:

1. Realism In a sales training exercise real products, real money and a real cash register represent the shop setting better than words or imagination. Most instructors appreciate the importance of realism in training. This is why on-the-job training is a preferred method of skill training.
2. Competition Humans are naturally competitive, particularly young people. They will perform arduous tasks put to them in a stimulating competitive way. Getting individuals to better their previous performance is in itself competitive. However, whenever possible use team competitions in preference to individual competition.
3. Variety Boredom is the opposite in effect to stimulation. Repetitive training using exactly the same words will bore your learner to death. Constantly think of subtle changes in your presentation, it will help you and the learner.
4. Curiosity It may have killed the cat, but most people still become interested in investigating something unusual. Capitalize on this human characteristic. Let the learner do some puzzling, this will lead to far better retention than through the receipt of information as straight fact.
5. Incentives We have already discussed a trainee's needs and wants, constantly stressed why the learner should learn, what's in it for them, and recommended (where training permits it) progressively rewarding good performance.
6. Competence Trainees who learn to do a task well feel a sense of pride. If at the same time you, the instructor, demonstrate your satisfaction the feeling of *competence* will motivate them to learn even more. Recognition and competence are probably the most powerful motivating factors in training.
7. Run before you can walk Occasionally give the learners a chance to "run before they can walk", perhaps in the form of a task that is not critical or dangerous. You will have to return to "walking", but the "running" will have stimulated their interest!

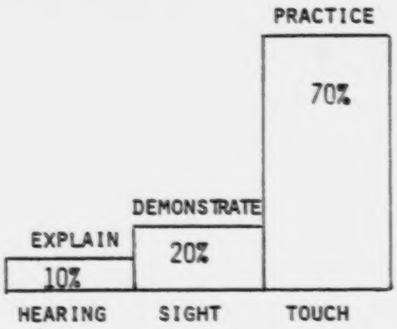
CREATE INTEREST TO CREATE LEARNING

6 USE THE CORRECT SENSES



All learning takes place through one or more of the five senses. However, we retain information at a different rate.

As a general guide in vocational instruction TOUCH, SIGHT, and HEARING are the major senses. Whenever possible they are best used in combination. Hard and fast rules are not available, nor would they be appropriate, a good instructor must appreciate all are valuable senses in teaching, and deduce which ones are best for a particular job.



Remember this diagram as a good 'rule of thumb'.

The requirement will be for the learner to learn at least one of the following:

A SKILL	-	A manual act (motor function) such as threading a needle, torquing a nut, depressing a foot pedal.
A KNOWLEDGE FACT	-	A mental act (cognitive function) such as understanding theory, explaining reasons for safety, recalling office procedures.

To illustrate this lets take an every day example where the aim is for a learner to 'master riding a bicycle in accordance with the NZ Ministry of Transport's Road Code'.

SKILLS	-	Mounting, balancing, pedalling, steering and dismounting.
KNOWLEDGE FACTS	-	Signals, road code, traffic patterns, signs and directions.

The combination of mastery for both *skills* and *knowledge* enables the learner to practice the technique of cycling and eventually produce the desired performance.

LESS TALK
MORE SEE
LOTS OF DO

ATTITUDES

In addition to the senses contributing to the mastery of skills and knowledge, they also contribute to the attitudes a trainee adopts as a result of the training experience. The training and measurement of attitudinal behaviour is a more difficult procedure than for knowledge and skills. Consequently, it is often the result of subjective assessment, influenced by the bias of the instructor.

Our illustration of 'mastering the skills and knowledge for riding a bicycle', should include some reference to the attitudes a learner should adopt. The illustration should now read:

SKILLS - Mounting, balancing, etc.
A KNOWLEDGE FACT - Signals, road code, etc.
ATTITUDE - Acceptable road conduct, respect for other road users, observe safety precautions.

Definition

An ATTITUDE can be defined as the internal 'posture' an individual adopts towards a person, object or event. This posture affects the individuals choice of action. Attitudes are likely to range from logical to illogical or realistic to unrealistic. They are also *learned* tendencies that are shaped by training.

In virtually all organisations, employees are expected to display certain attitudes such as a sense of duty, pride in their work, loyalty to their employer and care when handling equipment. These attitudes are normally associated with the duties and responsibilities for an employee, and are demonstrated by the way a job is carried out.

Components

An attitude has three main components. They are as follows:

1. Belief Component. A related set of beliefs or ideas.
2. Feeling Component. An associated set of feelings.
3. Action Component. Affiliated with every attitude is a tendency to behave in a certain way that is consistant with an individual's beliefs and feelings.

For example, factory workers' attitude to correct lifting techniques. The workers might believe because they always lift with a bent back it's not harmful, and they may feel that it's easier not to bend their knees. For these reasons they are likely to lift things incorrectly, until something happens to change their attitude.

This simple example illustrates that there are many problems associated with identifying, changing and measuring attitudes. These problems will be discussed further in Part 6 of the handbook, Tackling The Job-Instruction.

7 CREATING AN ACTIVE TRAINING ENVIRONMENT

An effective training session must do more than orient and motivate the learner and present new information. The information must be processed and a response made. It is vital, therefore, to provide the opportunity for the learner to demonstrate acquisition of the new information. The surest way to learn is by DOING. No explanation or demonstration, however slick, will serve as well as a well supervised practice in which the learner also has to think. Some thought must be given to frequency and difficulty of responses and their relationship to the total aim. Nevertheless, at the earliest chance in every job training session, let the learner "DO IT" and "THINK OUT LOUD ABOUT IT". That is what we mean by an active training environment.

LET THE TRAINEE DO IT
AND
THINK OUT LOUD ABOUT IT

GROUP TASK

CLASS TASK

WRITE REWRITE

SYNDICATE 2 TO PROCEED WITH EXERCISE "TEN COMMANDMENTS" IN THE SAME MANNER AS SYNDICATE 1.

SUBJECT EXPLANATION

THIRD: 8 9 AND 10

8 KEEP IT SIMPLE

At the beginning of this handbook it was stated that the aim was 'to provide a short, simple, non-academic and practical guide on how to instruct'. A close study of each of these criterion, would reveal that all are non-absolute terms. At this stage, to some readers the book may already appear grossly simple and non-academic, while to others it may have created quite the opposite impression. Simplicity is therefore a difficult principle to adhere to because of individual differences we discussed in part 2. A good instructor must adapt instruction to suit what the learner knows. There are however, some guiding principles. These are:

1. Avoid unnecessary verbal complication. "Elevate your digits to an equivalent altitude" might be readily understood by some. But how many? "Raise your

hand to the same height" is better.

2. Beware of jargon and technical words.
3. Use simple aids to impress vital points, using as many senses as possible.
4. Know your learners, see it through their eyes.

GOOD INSTRUCTION MAKES DIFFICULT TASKS EASY TO LEARN.
BAD INSTRUCTION MAKES EASY TASKS DIFFICULT TO LEARN.

9 CONFIRMATION AT EACH STAGE

To ensure the learner has LEARNED, really learned, all job instruction must be confirmed. Only when the instructor knows the learner has mastered the task, can we proceed to the next stage. Instruction must be in logical stages with defined aims. Therefore a performance test must be used to confirm each stage. This way the learner has a chance to digest the training, and you as the instructor get the correct performance feedback before proceeding.

An instructor should, therefore, be aware of the importance of constructing simple tests to confirm:

SKILLS: By observation in a practical setting.

KNOWLEDGE FACTS: Use: Questions
Problems
Revision Quiz.

TEST TO CONFIRM THAT YOUR INSTRUCTION HAS BEEN SUCCESSFUL

10 ALLOW THE LEARNERS TO PROCEED AT THEIR OWN RATE

One advantage of on-the-job training is that instruction is usually presented on a small group or an individual basis. This allows for a learner to repeat an element or stage until the particular skill has been acquired. One of the individual differences we highlighted in part 2 was learning ability in different subject matter areas. People have different learning styles and rates, and a presentation that complements all types has yet to be found. The only conclusive evidence in this field shows that if the learner is allowed to proceed through an instructional sequence at their own rate, learning is usually improved. Thus, the critical element here for the job-instructor is to allow sufficient flexibility for the rate of learning to come under the control of the learner, or at least their joint control.

Your instruction sequence should be designed to allow the learner to proceed through it at their own rate. Many instructors boast of fine session/lesson plans that are machine like in their controls, 5 mins - the aim, 15 mins - outline, 10 mins start up, etc. Any job instruction given on such a strict time base will not be in the best interests of the learner, but it might well be highly convenient and satisfying for the instructor.

GROUP TASK

CLASS TASK

WRITE REWRITE

SYNDICATE 3 TO PROCEED WITH EXERCISE "TEN COMMANDMENTS" IN THE SAME MANNER AS SYNDICATE 1.

SUBJECT EXPLANATION

TUTOR TO SUMMARISE THE 3 SECTIONS THAT HAVE BEEN PRESENTED COVERING ANY POINTS THAT WERE OMITTED OR GIVEN TOO LITTLE EMPHASIS.

CLASS TASK

STUDENTS ARE TO ANSWER 12 SHORT OBJECTIVE QUESTIONS ASSOCIATED WITH EXERCISE "TEN COMMANDMENTS" AND THE TUTORS INTRODUCTORY OVERVIEW.

Note: Note: 1. If 4 syndicate 3 per section
2. If 3 syndicate 4 per section

WRITE REWRITE

1. REFORM INTO SYNDICATES AND GET THE SYNDICATE LEADERS TO BRING THE TOTAL SCORES AND SCORES PER SECTION TO THE TUTOR.

Note: Work in averages if syndicates are not equal in number of members.

2. TUTOR TO RECORD RESULTS AS FOR EXERCISE "FIRST TIME UP"
3. COLLECT UP ALL QUIZ PAPERS AND ANSWERS.

SUBJECT EXPLANATION

INTERPRETATION OF RESULTS

TUTOR TO PROCEED AS FOR EXERCISE "FIRST TIME UP"

3 SUMMARY

SUBJECT EXPLANATION

TUTOR TO SUMMARISE THE SESSION

TAKE A BREAK

EXERCISE "TEN COMMANDMENTS"

AIM

The aim of this exercise is to get the trainees to apply experiences gained from the last exercise to learn topic-related material for this session.

METHOD

The tutor will issue one of the information packages detailed on page 102 to each syndicate. The packages will range in difficulty of presentation from easy to demanding. Use information gained from previous exercises to ensure that the more demanding package is given to the most able syndicate.

Proceed in exactly the same manner for that employed in Exercise 'First Time Up', taking care to assist those syndicates that have problems.

Note: The tutor can expect the following points to emerge:

(1) Some learning of techniques from previous exercise debrief.
(2) Nervousness and stage fright.
(3) Lack of self confidence.

MATERIALS

The Trainees will require:

1. Blank OHP transparencies and pens.
2. Prepared OHP transparencies and pens.
3. Drafting sheets.
4. Exercise packages.

The Tutor will require:

1. Presentation assessment sheets.
2. Copy of assignment scripts.

ENCLOSURES

1. Packages (see page 102.)
2. Presentation assessment sheet.
3. Post exercise quiz (see page 102.)

EXERCISE: 'TEN COMMANDMENTS'

PACKAGES

The tutor should endeavour to divide the 'subject information material', contained in pages 91 to 99 of this guide, evenly between the syndicates taking part in the exercise. If only three syndicates are involved then the division shown in the guide can be used. Whatever division is made a syndicate member's material must be clearly identified with their portion of the final quiz. These questions should be an equal number for each syndicate.

EXERCISE: TEN COMMANDMENTS QUIZ

The tutor is to design a simple quiz consisting of twelve objective questions to cover the material covered by each syndicate's material. For cases where there are more than three syndicates, refer to the guide text. Make sure the test is capable of discriminating between good and poor learners. However, do not take too long over this aspect of the exercise. The following test items can be used as an initial exercise:

EXERCISE TEN COMMANDMENTS

KNOWLEDGE QUIZ

Marks

(1) 1.(a) The aim of any training session should be expressed clearly using (OBJECTIVES) (ACTION VERBS) (ACTION WORDS)

(1) (b) What single question should any instructor ask at the start of designing an instruction session? (WHAT DO I WANT THE LEARNER TO DO AT THE END OF IT?)

(1) 2. What is the first principle of good instruction? (PLANNING)

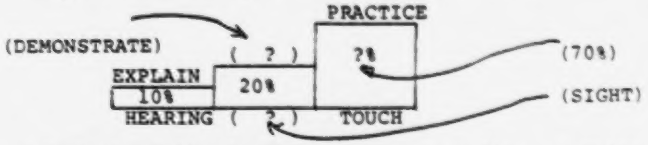
(2) 3. Who does the process of 'good preparation' assist? (SETTING THE AIM)

(2) 4. State in your own words or use the technical term, two methods of sequencing learning material (HIERARCHICAL, SPATIAL.) (CHRONOLOGICAL, THEMATIC.)

(3) 5. List three ways of stimulating a trainee's interest.

1. Realistic
2. Competition
3. Variety
4. Curiosity
5. Incentives
6. Competence
7. Run before you can walk.

(3) 6. Complete this diagram's missing information.



(3) 7. Label the following performance as either a Skill (S), Knowledge (K) or an
(½ each) Attitude (A).

Tightening up a nut (S)
Quoting a procedure (K)
Filling in a form (S) & (K)
Appreciating a safety need (A)
Pushing a button (S)
Recalling a fault condition (K)

(2) 8. As soon as possible in the training session create an active environment by doing two things; What two things?

(1. Letting the learner do it.)
(2. Getting the learner to think out loud about it.)

Marks

(2) 9. State two rules to be followed to keep the instruction simple
(Refer to I.G. pages 97/98)

(2) 10. Why do we confirm learning at each stage? - give two reasons.
(1. Feedback to learner to motivate.)
(2. Feedback to the Instructor to confirm good instruction).
(3. Saves progressing too far if an earlier stage was not learned.)

(1) 11. People have different learning styles and abilities; what does this mean for the instructor?
(Allow learners to proceed at their own rate.)

(2) 12. How does the job instructor confirm the following material has been learned?:
A skill —— (observing on-the-job, or equivalent.)
Knowledge facts —— (Verbal questions)
(Problems) any one
(Revision Quiz)

Total (25)

APPENDIX 2

PRESENTATION ASSESSMENT SHEET

TITLE/TOPIC: ______________________ TIME ENDED: ________

NAME OF TRAINEE: ______________________ TIME BEGAN: ________

SYNDICATE: __________ ASSESSED BY: __________ TIME TAKEN: ________

1. Evidence of planning and prior preparation

2. Comment on Written Preparation

3. Topic Delivery:
    - Introduction
    - Development
    - Conclusion

4. Use of Class:
    - Involvement
    - Questioning

5. Training Aids

6. Speech and Instructional Characteristics

7. Additional Comments

8. Points to consider for next delivery

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

we are here INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

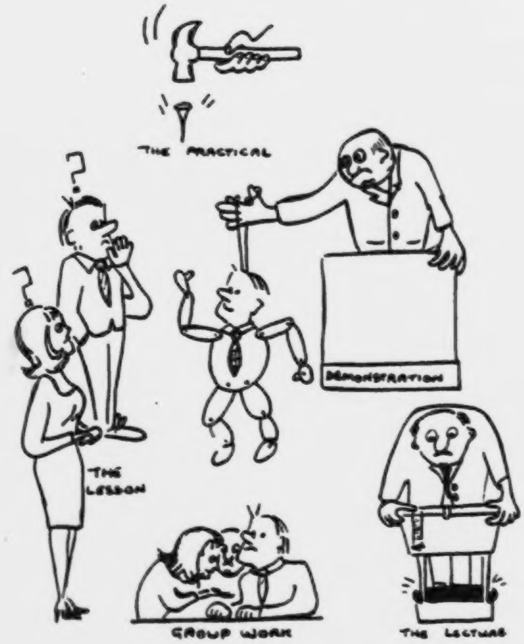
HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 6

INSTRUCTIONAL METHODS

1 Instructional methods
2 Exercise"?"
3 Summary



INSTRUCTIONAL METHODS

SYNOPSIS

There are both appropriate and inappropriate methods and techniques for job-trainers to use while instructing. Regrettably, the latter predominates in most job-instruction. This session examines the methods available for use in job-instruction; it relates them to knowledge and skills of the instructor, and the demands of the training task. The session will be presented as a theory lesson with students using a completion precis.

OBJECTIVES OF SESSION 6

Upon completion of this session the students will be able to:

1. List the components of the most commonly used instruction progression for job-related manual skills.
2. Relate Theory, Demonstration and practical methods to TELL-SHOW-DO & CHECK.
3. Reproduce the 'General Format' for any training session.
4. Discuss the advantage and disadvantage of common training methods, (THEORY, LESSON, DEMONSTRATION AND PRACTICAL LESSON).
5. Correctly frame a verbal question to suit a range of applications in the job-training setting.

MEASUREMENT

Students will complete precis 2 at the end of the session, covering the main points of the topic.

MATERIAL

1. OHP transparencies as indicated, (Enclosures 25 - 32)
2. Completion Precis No. 2 (Appendix 1).

1 INSTRUCTIONAL METHODS

SUBJECT EXPLANATION

INTRODUCTION, AND WHICH METHOD?

The most basic concept of job-training is that the instructor possesses skills and knowledge, which must be transferred to the trainee. A general criticism levelled at job instructors is 'that their selection of good instructional methods and techniques could be improved'. This point is particularly pertinent to the part-time instructor, who has a foot in both camps. It is important for the instructor to have experience of a wide range of instructional methods and aids, so that when skills and knowledge are transferred, it takes place in an effective way.

Guidebook session 6 gives an appreciation of the broad range of methods, techniques and aids, and covers some points about their use.

1 WHICH METHOD?

Bearing in mind that most material to be learned will involve job-related manual skills. The most commonly-used progression will be to: (1) tell the trainee about the topic; (2) then show them; (3) then get them to do it.

OVERVIEW (10%) (1)	DETAILED DESCRIPTION (20%) (2)	PRACTICE & REVIEW (70%) (3)

This can be summarised in the following manner:

THEORY —— TELL

DEMONSTRATION —— SHOW

PRACTICAL —— DO & CHECK

There is no one best method which is applicable to all on-the-job training tasks. The actual choice of method(s) will depend heavily on:

1. What has to be learned - LEARNING OBJECTIVES. If, for example, the trainee is required to have only an understanding of something, then it will not be necessary to progress to the practical stage.
2. Subject matter - simple, complex, verbal, manipulative.
3. Trainees themselves - ability, age, aptitude, experience.
4. Instructor's skills - instructional competence.
5. Available facilities - cost effectiveness.
6. Time - different methods will consume varying amounts of time. Day or night training, am. or pm. training.

A point about THEORY. This area has to be covered, in some form or other, in most job-training situations. It can be dealt with in two different ways:

- The telling method - lecture
- The briefing method - lesson (where trainee responses can be taken into account)

So now we have four basic methods that may be used either in isolation or in combination for job-training.

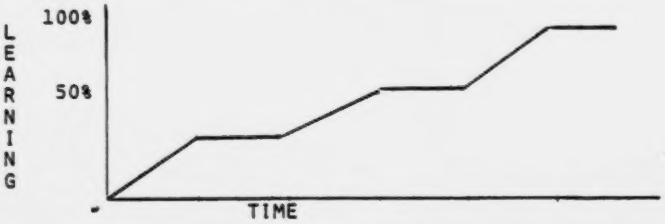
THEORY LECTURE }
THEORY LESSON } —— TELL

DEMONSTRATION LESSON —— SHOW

PRACTICAL LESSON —— DO & CHECK

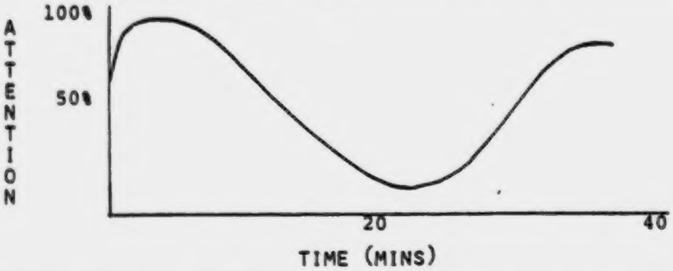
There seems to be no limit to the number of methods available, many of course are products of the electronic and micro-chip age, and many are 'old faces with new names'. The following sections describe methods and combinations thought to be of most use to the job-instructor. No matter what method you employ, the following elements of learning theory will apply:

1. People learn best when they are keen to learn.
2. The material will have to be broken into steps or stages.
3. At each step, the trainees' new knowledge/skill must be reinforced.
4. The mind can only accept so much information at once, or else saturation sets in. We learn on a step or plateau basis so this needs to be catered for by frequent rests, consolidation and revision.



(Overcome steep rises through involvement and feedback.)

5. Unless the trainee is highly motivated, and unless the mind is stimulated by some involvement, the level of concentration will vary. The graph below illustrates how concentration will vary in a typical SHOW-TELL-DO session.



(Keep attention through involvement and feedback.)

6. Some form of *evaluation* is necessary at the end of the step/stage/lesson to check the objective has been reached.

CLASS TASK

1. TO RECORD IN PRECIS NO. 2 THE RELATIONSHIP BETWEEN THEORY-DEMONSTRATION AND PRACTICE AND RELATE IT TO TELL-SHOW-DO.
2. TO RAISE EXPLORATORY QUESTIONS.

SUBJECT EXPLANATION

FORMAT OF A TRAINING SESSION

FORMAT OF A TRAINING SESSION

All instruction should be divided into three distinct parts:

THE BEGINNING
|
THE MIDDLE
|
THE END

This distinction leads to a basic general format for any training session:

- BEGINNING - INTRODUCTION
  - Preliminaries
  - Revision
    - Title
    - Arouse Interest.
    - Keep it short.
    - Need: state relevance of the topic.
    - Range: scope of the session.
    - List objectives.
    - Link: tie up with any previous work.
    - Test: knowledge retained from previous period.
- MIDDLE - DEVELOPMENT
  - Steps
  - Stages
    - Logical flow
    - Key points
    - Variety: Aids & Activity
    - Progress summary
    - Questions & Feedback
    - Conditions
- END - CONCLUSION
  - Wrap up
  - Confirmation
    - Recapitulate
    - Final Practice
    - Test Objectives
    - Restate relevance & vital points.
    - Progress made
    - Arouse interest for next session.

CLASS TASK

1. TO RECORD FORMAT IN PRECIS 2
2. TO RAISE EXPLORATORY QUESTIONS

SUBJECT EXPLANATION

1. THE THEORY LECTURE, AND THE,
2. THEORY LESSON

2 THE THEORY LECTURE METHOD

DEFINITION

The lecture is 'a straight talk or exposition' possibly using training aids. The emphasis is on *telling*, preach and teach, the learner's role is thus mainly auditory.

ADVANTAGES

1. A lot of material can be put across in a short time.
2. It is easy on the instructor though hard on the learner.
3. No limit to number of trainees.
4. Can be combined with other methods.

DISADVANTAGES

1. Learning saturation.
2. The learners are passive, therefore:
    (1) No feedback, therefore the lecturer is inflexible.
    (2) Concentration loss.
3. Requires highly skilled instructor to be effective.
4. Only knowledge is learned, no skills are gained.

HINTS

1. To overcome trainee passiveness:
    (1) Keep up motivation by using aids, stressing the relevance of the material and clearly structuring the material.
2. To overcome concentration loss
    (1) Keep it short - never talk for more than twenty minutes without a planned break.
3. To overcome saturation:
    (1) Make sure that trainees can see how and where the lecture is progressing.
    (2) Reinforce the material at every opportunity.
4. The instructor is the only active participant, therefore the following is important:
    (1) Avoid a distracting stance and avoid distracting mannerisms.
    (2) Make the most effective use of voice eg., speak in the normal pitch range and at a conversational pace with natural intonation and at a volume so that all can hear comfortably. Pitch, volume, pace and intonation should be varied for emphasis.
    (3) Be natural.

STANDARD FORMAT

BEGINNING -	INTRODUCTION	stress relevance of material outline material to be covered	TELL THEM WHAT YOU ARE GOING TO TELL THEM
MIDDLE -	DEVELOPMENT	ensure that the steps in the material are simple, and can be easily followed use aids and examples where possible summarise frequently	TELL THEM
END -	CONCLUSION	give a clear summary no evaluation is possible	TELL THEM WHAT YOU HAVE JUST TOLD THEM

USES OF THE LECTURE

Because it imparts a lot of material in a short time, the lecture has the following uses:

1. For background information
2. To introduce a topic
3. To recap or summarise
4. Where it is essential that students be left in no doubt, e.g. safety precautions.

The lecture *is not*, because of its many disadvantages, an effective means of transferring knowledge. It is best used as a part of a session rather than as a complete session in itself.

- KEEP IT SHORT
- MAKE USE OF AIDS/EXAMPLES
- NEVER LECTURE IF YOU CAN FIND A BETTER WAY

3 THE THEORY LESSON METHOD

The difference between the theory lesson and the theory lecture is that in the lesson the instructor attempts to ensure participation. It is therefore, a more effective way of instructing knowledge-based subjects. This can be done by:

1. Question-and-answer techniques
2. An extensive use of training aids
3. By varying activities.

Like the lecture, the starting point of the lesson is what is already *known*. From there the trainee is guided step-by-step towards the new objective. Since learner response is taken into account, this implies an immediate *feedback*. Theory lessons should, wherever possible be followed up by practise to confirm techniques taught.

ADVANTAGES

Because of participation:

1. There is *feedback*, hence the lesson is flexible and is more likely to achieve its objectives.
2. The learners are mentally *active* and therefore:
   (1) Learning is re-inforced by a sense of achievement.
   (2) Motivation is maintained.
   (3) Saturation and concentration loss will be lower.
   (4) It is only suitable for knowledge based tasks.

DISADVANTAGES

1. The session is easier on the trainee, but is harder for the instructor to prepare.
2. It covers less material than the lecture (but material is likely to be better understood and retained).
3. A lesson plan must be prepared.

USES OF THE THEORY LESSON METHOD

In most situations, especially where complex knowledge is important and where the trainee is going to progress to a practical lesson.

CONSIDERATIONS FOR THE INSTRUCTOR

The two main considerations are:

1. Questioning technique.
2. How to vary activities.

The question-and-answer technique is a very potent method of instruction since it involves the student actively and proceeds from the known to the unknown (question to answer). Furthermore, the student's asnwer is a form of feedback from which the instructor gauges the effectiveness of the instruction.

Usually a new activity is employed for each step in the session. If the student is actively involved there is less chance of saturation or concentration loss. Some ways of varying activities:

Film, slide-sequences, programmed learning, copying *brief* notes, finding material from a text, demonstrating, practical.

KEEP IT SHORT
KEEP IT ALIVE
CONFIRM BY QUESTIONS

Note: Emphasis should be made on the point that the pure lecture method has no place in job-training.

CLASS TASK

1. TO RECORD THE SIGNIFICANT FEATURES OF THE THEORY LESSON IN PRECIS 2
2. TO RAISE EXPLORATORY QUESTIONS.

SUBJECT EXPLANATION

THE DEMONSTRATION

A good demonstration should include all six of Rudyard Kipling's "Serving Men" - WHO, WHAT, WHY, - HOW, WHERE and WHEN. For the instructor *shows* what to do and how to do it; he also has to *tell* who, where and when to do it, and why it's done. Since seeing is close to doing, the learner will generally be very interested and motivated during a demonstration. However, the demonstration rarely stands alone, ideally being combined with other methods.

ADVANTAGES

1. Saves time - a manual skill can be shown much faster than it can be described and more clearly.
2. Dramatic appeal.
3. Reduces waste and damage (if the correct procedure is shown at the outset).

DISADVANTAGES

The following are drawbacks rather than disadvantages.

1. The demonstration is often impractical where a large class is involved.
2. Needs meticulous preparation, it must work well.
3. The equipment is often too large or too small or the mechanism might be sealed. In this case a model of the equipment might be necessary.

HINTS

1. To be Visible. Make sure that all members can see the equipment and use charts or models if necessary.
2. To be Correct. The demonstration must be thoroughly planned and performed absolutely correctly. Safety procedures can be stressed at this stage, before trainees have had a chance to develop their own techniques of using the equipment.
3. Important controversial points should be settled afterwards.
4. The demonstration should be performed relatively *slowly* and in *clearly-defined steps*. Stand beside a trainee to give an individual demonstration.
5. If the demonstration is to be followed by a practical session, show only those procedures which they will be required to perform.
6. Use the question-and-answer technique for reinforcement.
7. Your commentary should be confined to the main points. Don't distract the trainee from the demonstration.

STANDARD FORMAT

BEGINNING - INTRODUCTION
- Give background theory (by lecture/lesson technique) or consolidate previously learnt theory.
- Explain what you will be doing.

MIDDLE - DEVELOPMENT
- The Demonstration.
- Use question-and-answer technique to relate the theory of your demonstration.
- Stress safety precautions.

END - CONCLUSION
- Bring group together.
- By question-and-answer, check their knowledge and understanding.

- REHEARSE YOUR DEMONSTRATION DOWN TO THE FINEST DETAIL.
- GOOD STAGE MANAGEMENT IS ESSENTIAL.
- SLOWLY IN SMALL STEPS.
- KEEP THE COMMENTARY SHORT; MAIN POINTS ONLY.

REMEMBER: IF THE TRAINEE SEES IT DONE INCORRECTLY IN THE DEMONSTRATION IT WILL BE DONE INCORRECTLY IN PRACTICE.

CLASS TASK

1. TO RECORD THE SIGNIFICANT FEATURES OF THE DEMONSTRATION IN PRECIS 2.
2. TO RAISE EXPLORATORY QUESTIONS.

SUBJECT EXPLANATION

INDIVIDUAL INSTRUCTION

DEFINITION

Individual Instruction is instruction carried out entirely on a one to-one-basis. Rules established for Theory/Demonstration/Practical still apply, such instruction may form part of a practical lesson for a group of trainees.

ADVANTAGES

1. Can be used when the work force is at different skill levels.
2. Minute details of the job can be revealed.
3. Strong bond of Instructor-Trainee can be formed.
4. Coaching can be employed.
5. Excellent training transference.

DISADVANTAGES

1. Can easily depart from the systematic approach.
2. Units of learning become too large.
3. Mastery of units ignored before proceeding.
4. Can become time consuming.

HINTS

1. Ensure mastery of each unit.
2. Let the whole job be done through to assess initial level of competency for establishing further requirement.
3. Plan each stage.
4. Place learner in the right position.
5. Let learner participate where sensory skills are involved.
6. Direct attention to hidden aspects.
7. Have the learner do the complete job under supervision and verify complete mastery by talking through the task.

SUBJECT EXPLANATION

THE DISCUSSION

DEFINITION

The simplest definition of discussion is "organised argument". As a training method, the discussion must be *guided* towards specific *objectives*. It is not a fluid, rambling thing. It is purposeful. The discussion, in an unplanned form, often develops spontaneously from the lecture method, or from a question/answer sequence. In these cases, the instructor should be very careful not to allow this to continue, *unless* it is in fact assisting towards the objectives.

ADVANTAGES

This is a very *natural* method; talking something over is often a good way of finding out. It is also an *active* method, since all can contribute.

LIMITATIONS

1. Group Size. This method will tend to work best with groups of 5-10 trainees.
2. Time. The discussion tends to be a slow way of teaching/learning.
3. Prior Knowledge. Clearly people cannot discuss something they know nothing about. Some preparation is therefore necessary. This is why the spontaneous discussion is not as fruitful as the planned variety.
4. Skills. This method is clearly no use for teaching physical skills, and is therefore limited to the knowledge - and attitudinal - skills areas only.
5. Discussion Leader. Instructor needs skills in discussion control.
6. Not suitable for all subjects. Introductory material, manual work, procedural subjects are not discussion topics.

TECHNIQUES

1. Planning
   - (1) Choose the topic carefully, use common source information.
   - (2) If the instructor is not the leader, group must choose one to keep control.
   - (3) Get the objective (and any sub-objectives) very clear.
   - (4) Research the topic thoroughly.
   - (5) Plan your introduction to be stimulating.
   - (6) Plan at least one lead-off question
   - (7) Plan several follow-up questions
   - (8) Hold the discussion in a suitable room.
2. Conducting
   - (1) Introduction. As for lecture/theory lesson, state the objective very plainly.
   - (2) Development (Discussion)
     - Planned questions.
     - See that all have a chance to speak, but keep your own contribution down.
     - Be patient, but keep the discussion moving.
     - Watch the time, dwell on a point only as long as it is profitable.
     - Summarise frequently. A recorder is useful.
     - Be flexible about your plan.
   - (3) Conclusion
     - Final summary
     - Test objective
     - It might be wise to plan a follow-up activity.

"It takes nearly 3 days to prepare an impromtu talk"
Mark Twain.

DISCUSSION

- CLEAR AIM
- PREVIOUS KNOWLEDGE BY ALL
- GOOD ATMOSPHERE
- GOOD OPENING
- PLANNED QUESTIONS
- SUBTLE CONTROL
- MAKE ALL CONTRIBUTE

CLASS TASK

1. TO CAREFULLY NOTE ON A SHEET OF PAPER THE TECHNIQUES OF DISCUSSION
2. STUDENTS SHOULD APPLY THESE TECHNIQUES TO THEIR NEXT SYNDICATE DISCUSSION.

SUBJECT EXPLANATION

THE PRACTICAL LESSON

THE PRACTICAL LESSON: "THE PRACTICAL"

The practical lesson should follow the demonstration in the THEORY/DEMONSTRATION/PRACTICAL progression. In the practical lesson, the *learner performs* the operation/drill/procedure under *controlled conditions*. A practical often falls into four basic categories:

1. Independent Practice - trainees set their own pace working individually.
2. Controlled Practice - trainees work together at pace determined by the instructor.
3. Group Practice - trainees performing together as a team.
4. Pupil and Instructor - trainees work in pairs with alternative roles of pupil and instructor.

ADVANTAGES

1. The practical is the "real thing" hence it is likely to instill confidence in the learner.
2. Safety can be emphasised.
3. The practical offers the instructor a simple and valid method of evaluating the student's performance in terms of the set objectives.
4. Retention increased.
5. Reduces problems of learning transferred from training environment to the real thing.

DISADVANTAGES

1. Thorough preparation and assembly of equipment is needed. Also watch positioning of learner and equipment.
2. Very close supervision is required.
3. Demands placed on productive machines and tools.

HINTS

1. Build up to give practical lessons by theory and demonstration sessions.
2. Be thoroughly prepared.
3. Ensure that the trainee knows exactly what steps must be done and that no more is done.
4. Where possible stand beside the trainee when instructing and observing.
5. If the group is large or the operation is at all dangerous, allow only one trainee at a time to handle the equipment.
6. If the preceding demonstration session was not part of the same teaching session as the proposed practical, it will be necessary to give a re-demonstration before going on to the practical lesson.
7. At the conclusion of the practical lesson, "question-and-answer" check what they have been doing, try to answer any questions they might have.

STANDARD FORMAT

BEGINNING - INTRODUCTION — see page 111

MIDDLE - DEVELOPMENT
- DEMONSTRATION
  - see page 111
  - if the demonstration has been given before this period, a brief re-demonstration will be necessary
- PRACTICAL — very close, constructive supervision.

END - CONCLUSION
- Bring group together
- By question-and-answer, check their knowledge.

REMEMBER: IF THE TRAINEE DOES IT INCORRECTLY IN THE PRACTICAL - IT WILL BE DONE INCORRECTLY ON-THE-JOB.

CLASS TASK

1. TO RECORD THE SIGNIFICANT FEATURES OF A PRACTICAL LESSON IN PRECIS 2
2. TO RAISE EXPLORATORY QUESTIONS

SUBJECT EXPLANATION

QUESTIONS AND ANSWERS

The proper use of questioning is extremely important. Good questions can stimulate, keep trainees mentally active, even goad some into doing some reflective thinking. Think back to the principle of maximum activity. Most job-instructors are weak in this *skill* and consequently their effectiveness suffers.

THE AIM OF QUESTIONING

The aim of questioning is to provide *feedback*. Questioning is a *skill*, but, however, it is a skill that must be learned and practised. To apply the technique effectively the job instructor should know:

- The purpose of questions
- How to put questions
- How to receive answers
- How to receive questions

THE PURPOSE OF QUESTIONING

There are three reasons for asking questions:

1. To make learners reason for themself - TO TEACH.
   "What do you think will happen if I pull this lever?... Sally, you show me."
2. To make sure a learner has the knowledge - TO TEST.
   "Tell me Fred - how many metres of wire are there on this drum?"
3. To make the learner actively alert.
   "What happens after that Sally?... I didn't expect you to know so watch this next step carefully."

Sometimes they are used to :

1. Substitute nondemanding polite speech for telling the learner what to do.
2. To express feelings in an indirect way.
3. Tell the learners we disapprove of their action.

HOW TO PUT QUESTIONS

When asking questions:

1. Phrase them clearly.
   (1) Grammattical
   (2) Structured objectively
   (3) Singular in concept
2. Indicate the form of response you want.
3. If it's to a group:
   (1) Question - pause - name the respondent.
   (2) Make the whole group think.

HOW TO RECEIVE ANSWERS

When receiving answers:

1. Praise correct answers, sympathetically deal with incorrect ones.
2. Do not "parrot" - it's a nervous habit.
3. Only receive answers presented in an acceptable manner, eg. only one speaker at a time.

HOW TO RECEIVE QUESTIONS

When receiving questions from an individual or a group:

1. Adopt a manner that will encourage further questions.
2. Repeat the question if it is not audible to the rest of the group.
3. If the group should know it, redirect it - but keep control.
4. If its irrelevant but sincere, deal with it quickly
5. If its a "Red Herring" - no fish today!
6. If you do not know the answer - Never Bluff. A simple, "I do not know, I'll let you know later", is far better.

SOME HELPFUL HINTS

1. Do not ask YES or NO response questions, it encourages guessing.
2. Do not ask knowledge questions to a learner performing a skill, wait until the end of the step.
3. Avoid questioning of skills.
4. Avoid the need for complex explanations.
5. Do not air your knowledge - keep your answers short, clear and to the point.
6. Do not ask critical, dishonest or closed questions.

SUMMARY

GOOD QUESTIONS	-	Teach, Test and Activate through correct use.
METHOD	-	QUESTION - PAUSE - NAME GROUP MEMBER
AVOID	-	Ambiguous questions 50/50 questions Skill questions Complex explanations Verbosity

2 EXERCISE "?"

CLASS TASK

FROM A RANGE OF VERBAL QUESTIONS GIVEN IN EXERCISE "?" RATE THEM IN TERMS OF TYPE, EFFECTIVENESS AND VALIDITY. (APPENDIX 2)

SUBJECT EXPLANATION

USING YOUR VOICE

As a concluding section to Part 6 it is appropriate to make a few observations about using your voice, in the role of an instructor. It will not go unnoticed that most of the aforementioned methods, require the instructor to converse with the learner. Using your voice correctly will help a great deal in "putting it over". These are the main points to consider when conversing with trainees:

1. Be clear, concise and distinct, without being unnatural.
2. Don't be monotonous either in pitch or choice of words.
3. Put verbal emphasis where it is needed.
4. Speak slowly; people generally speak too quickly when instructing.

5. Keep the volume up and don't let it fall away at the end of a statement; the vital words are usually found there.
6. Pause after you have made an important point - let it sink in.
7. Pause often to think about what you are going to say next. The pauses are never so pronounced to the listener.

CLASS TASK

1. WITH TUTOR LIST THE FACTORS WHICH CONTRIBUTE TO A GOOD VERBAL INSTRUCTION.
2. TUTOR CAN USE RESULTS OF SYNDICATE PRESENTATION ASSESSMENTS TO HIGHLIGHT SOME GOOD AND BAD CASES.

3 SUMMARY

SUBJECT EXPLANATION

SUMMARISE THE SESSION

TAKE A BREAK

APPENDIX 1

JOB INSTRUCTION COURSE PRECIS 2

	TELL		DO & CHECK
GENERAL PROGRESS FOR MANUAL SKILLS	OVERVIEW (%) 1.	(20%) 2.	AND REVIEW (%) 3.

4 BASIC METHODS

( )

( )

( )

increasing ______ increasing ______

- these two both concern ________.
- the difference is that in the theory lesson, the student is ________ in the learning process.

How is the trainee involved?

1. ____________
2. ____________
3. ____________
4. ____________

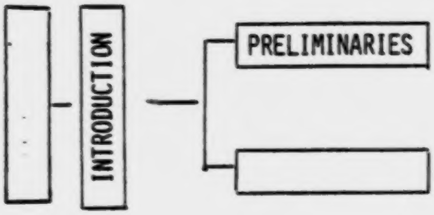
LESSON VERSUS SESSION.

A _____ is a unit of LEARNING

A _____ is a unit of TIME

Therefore, it is possible to use all the kinds of lesson in one ______.

BASIC ☐ STRUCTURE



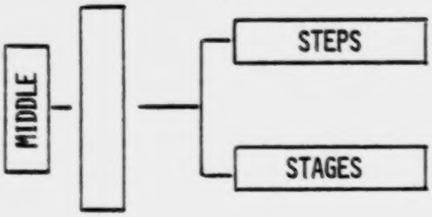
I = ______

N = ______

T = ______

R = ______

O =



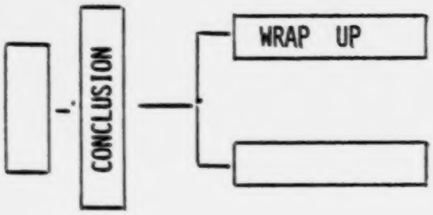
T = ______

V = ______

P = ______

S = ______

Q =



R = ______

E = ______

C = ______

A = ______

P =

THE ☐ LESSON

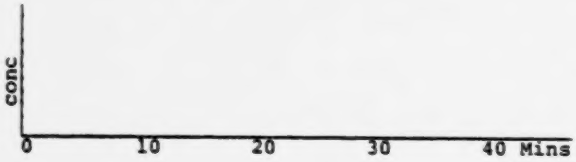
The lecture/talk method is characterised by Preaching and therefore is limited to knowledge oriented objectives.

ADVANTAGES

- a lot of material can be covered in the time.
- students are mentally ________.

DISADVANTAGES

- learning saturation
- students are ________ passive
- no check on ________ness
- loss of concentration



TECHNIQUES

- Keep up — ____________ by __________ __________ __________
  ____________ by __________ __________ __________

Watch — ____________ (= __________ __________ __________
____

be selective — ______________________________
____

USES SHOULD BE LIMITED TO:

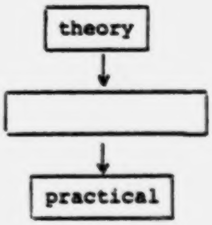
- when the material is / must be
- when ______ is limited
- when _________ are limited
- as part of a lesson: to ______________ , ______________ , ______________

KEY POINTS

- small ________ only
- must contain ________

THE DEMONSTRATION LESSON

1



The demonstration lesson bridges the gap between theory and practice.

Implications

1. It must be preceded by
2. It must be to the theory
3. It should be limited to what the students

NB: you can of course give an introductory demonstration to the students, but this must be followed by

2

What a student learns from a demonstration tends to be better remembered than what is learned from a method.

Why?

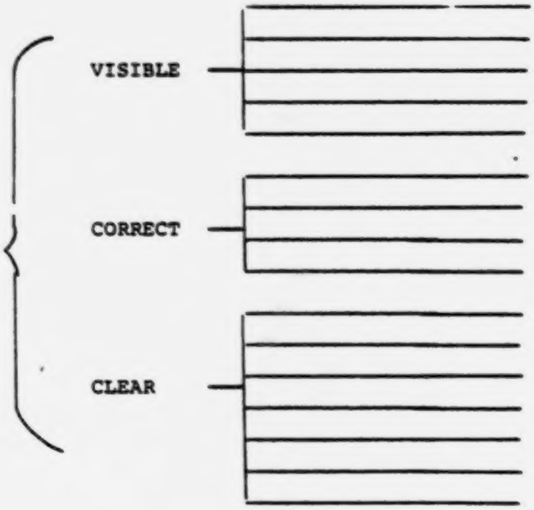
1.
2.

3

TECHNIQUES

the key is

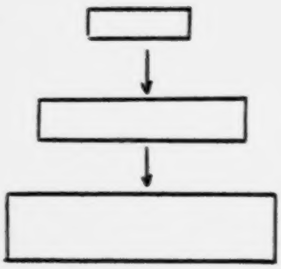
so that the demo is ...



REMEMBER ...

THE PRACTICAL LESSON

1



The practical lesson is the culmination of all the teaching.

Implications

1. It must be IMMEDIATELY preceded by a ______ or ______
2. It must be limited to what the students ______

2

What a student learns from a practical tends to be better remembered than what is learned from almost any other method.

Why? 1. ______

2. ______

---

3 **TECHNIQUES**

the key is ______

so that the practical is ______ and ______

setting up:

- ______
- ______
- ______
- ______
- ______

conducting:

- ______
  - ______
  - ______
  - ______
- ______

REMEMBER ... ______

APPENDIX 1A

JOB INSTRUCTION COURSE PRECIS 2

	TELL	SHOW	DO & CHECK
GENERAL PROGRESS FOR MANUAL SKILLS	OVERVIEW (10 %) 1.	DETAILED DESCRIPTION (20%) 2.	PRACTICE AND REVIEW (%) 3.

4 BASIC METHODS

(TELL) * THEORY LECTURE

LESSON

(SHOW) DEMONSTATION

(DO) PRACTICAL

increasing POTENCY

increasing TIME

* - these two both concern THEORY.
- the difference is that in the theory lesson, the student is INVOLVED in the learning process.

How is the trainee involved?

1. TRAINING AIDS
2. Q's & A's
3. GENERAL ACTIVITIES
4. FEEDBACK

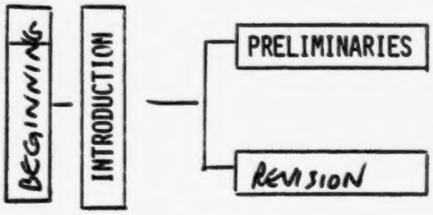
LESSON VERSUS SESSION.

A LESSON is a unit of LEARNING

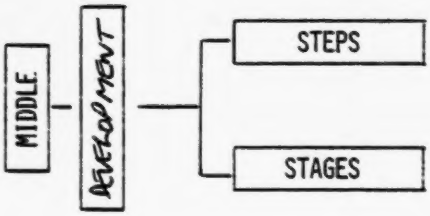
A SESSION is a unit of TIME

Therefore, it is possible to use all the kinds of lesson in one ______.

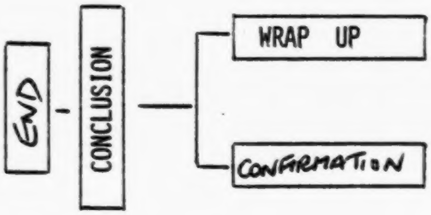
BASIC SESSION STRUCTURE



I = INTEREST (AIDS, ITEMS etc.).
N = NEED FOR THE TRAINING.
T = TITLE OF SESSION (NAME).
R = RANGE OR SCOPE OF MATERIAL.
O = OVERALL OBJECTIVE



T = TALK, TEACH, TRAIN, TECHNIQUES.
V = VARIETY; AIDS, SELF & ACTIVITIES.
P = PROGRESSION; LOGICAL FOR LEARNER
S = SUMMARIZE FREQUENTLY.
Q = QUESTIONS & ANSWERS.



R = RECALL, REVIEW, REUSE MAIN POINTS
E = ENQUIRE? ANY PROBLEMS.
C = CONFIRM & CONCLUDE; COMPLIMENT & CONGRATULATE
A = AFTER SESSION DIRECTIONS.
P = PLACE SESSION IN THE 'BIG PICTURE'.

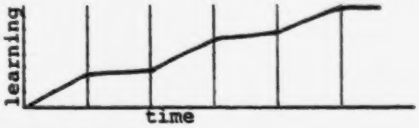
THE THEORY LESSON

The lecture/talk method is characterised by Preaching and therefore is limited to knowledge oriented objectives.

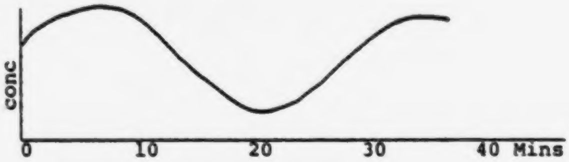
ADVANTAGES

- a lot of material can be covered in the time.
- students are MENTALLY CAPTURED.

DISADVANTAGES



- learning saturation
- students are MENTALLY PASSIVE
- no check on EFFECTIVEness
- loss of concentration



TECHNIQUES

- Keep up — MOTIVATION by RELEVANCE, STRUCTURE, AIDS.
  — CONCENTRATION by CLARITY, Q & A's, VARIETY.

Watch — VOICE (= PITCH, PACE, VOLUME.
— MANNERISMS

be selective — CENTRAL THEME
— USE YOUR OWN EXPERIENCES

USES SHOULD BE LIMITED TO:

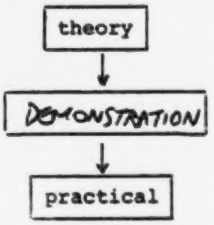
- when the material is OBSCURE.
  must be CLEARLY UNDERSTOOD
- when TIME is limited
- when RESOURCES are limited
- as part of a lesson: to INTRODUCE, SUMMARIZE, CONCLUDE.

KEY POINTS

- small DOSES only
- must contain VARIETY

THE DEMONSTRATION LESSON

1



The demonstration lesson bridges the gap between theory and practice.

Implications

1. It must be preceded by THEORY
2. It must be TIED to the theory
3. It should be limited to what the students WILL DO IN THE PRACTICAL

NB: you can of course give an introductory demonstration to INSPIRE the students, but this must be followed by THEORY / DEMO / PRACTICAL

2

What a student learns from a demonstration tends to be better remembered than what he learned from a THEORY method.

Why?

1. VISUAL, SEES IT CLEARLY.
2. REAL THING STIMULATES.

3

TECHNIQUES

the key is

PREPARATION

so that the demo is ...

VISIBLE

VISIBLE
- OBJECTS
- GROUPING (CLASS)
- SELF & HANDS etc.
- LIGHTING
- ELEVATED.

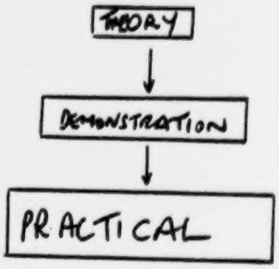
CORRECT
- PRACTICE.
- 'BY THE BOOK'.
- LIMIT 'THE SHOW'.
- STRESS SEQUENCE.

CLEAR
- SAFETY
- SPEED
- REPETITION
- STRESS RELEVANCE
- Q & As
- USE OF AIDS
- SOUND COMMUNICATIONS

REMEMBER ... IF THE TRAINEE LEARNS IT INCORRECTLY IN THE DEMONSTRATION IT WILL BE DONE INCORRECTLY IN THE PRACTICAL.

THE PRACTICAL LESSON

1



The practical lesson is the culmination of all the teaching.

Implications

1. It must be IMMEDIATELY preceded by a DEMO or RE DEMO
2. It must be limited to what the students HAVE BEEN SHOWN

2

What a student learns from a practical tends to be better remembered than what is learned from almost any other method.

Why?
1. THE REAL THING STIMULATES
2. ALL LEARNERS SENSES ARE USED

---

3 **TECHNIQUES**

the key is SOLID PREPARATION

so that the practical is CORRECT and SAFE

setting up:
- ASSEMBLE AND CHECK.
- BREAK INTO STEPS.
- LIMIT ACTIVITIES & TRAINEES.
- STATE COMPLETION ACTION.
- BRIEF LEARNER VERY CAREFULLY.

conducting:
- SUPERVISE ALL FIRST ATTEMPTS
  - CLOSELY
  - CONSTRUCTIVELY
  - USE Q's & A's.
- CONTROL LEARNING
  - MOTIVATE
  - REWARD
  - PROVIDE FEEDBACK

REMEMBER ... IF THE TRAINEE DOES IT INCORRECTLY IN THE PRACTICAL - IT WILL BE DONE INCORRECTLY ON THE JOB.

APPENDIX 2

EXERCISE QUESTION MARK - "?"

AIMS

To get students to identify various types of questions and to appreciate their effectiveness and validity in use.

METHOD

1. The tutor will read/role-play with class members a range of questions that illustrate how problems can arise from inappropriate use, as follows:
    a. Closed-end questions.
    b. Dishonest and honest questions.
    c. Indirect and direct questions.
    d. Critical questions.
    e. The Why versus How question.
    f. Restricted choice verses free choice.
2. The tutor will read/role-play with class members a range of poor questions that must be amended to be appropriate for use, as follows:
    a. Specific questions that elicit information.
    b. Questions that put the tutor on the spot.
    c. Freedom of choice questions.
    d. Unfinished questions.

MATERIALS

The Trainee will require

Paper and pencil to identify and comment on the questions.

The Tutor will require

1. A range of inappropriate questions that are identified by type, validity and potential problems.
2. A range of questions that are appropriate for job instructors to model on.

ENCLOSURES

1. Questions to Identify.
2. Questions for trainees to reword.
3. Range of good questions to use as models.

EXERCISE QUESTION MARK - "?"

IDENTIFY THESE QUESTIONS

After each of the following verbal questions get the class members to indicate which type they are:

1. Do you like working in the stockroom or the office? - RESTRICTED CHOICE.
2. How do you feel about working on Saturdays? - INDIRECT, SPECIFIC INFORMATION
3. Let's see, have I heard you correctly. You want more overtime, but you don't like weekend shifts? - PUTS QUESTIONER ON THE SPOT.
4. You don't like apples, but when they are free - ah? - UNFINISHED, DISHONEST.
5. May I have tomorrow off? - CLOSED END.
6. Did you break this clip or did Fred? - RESTRICTED CHOICE, DISHONEST.
7. Would you like to help Sally to finish her shirts? - INDIRECT - DISHONEST.
8. Don't you know how to start it up yet? - CRITICAL.

INSTRUCTOR GUIDE

Q.1. This question gives little room for movement, the respondent is almost forced to give one of your choices.

Q.2. Solicits specific information but does the questioner really want to know how someone feels or will they work on Saturday?

Q.3. Puts you on the spot, not the other person; forces you to understand the other person's point of view.

Q.4. Dishonest because it implies an undisclosed behaviour.

Q.5. Closed end questions invite a yes-no response and often require further questioning if information is sought.

Q.6. Such questions are unfair as explained in Q1., in addition its unfair to put a person on the spot in this manner.

Q.7. This is only an honest question if the person can say NO without penalty or disapproval. It's indirect because the questioner probably does not care if the person likes to help Sally.

Q.8. This form of question is sarcastic, and attacks and devaluates others. How can the person answer them?

IDENTIFY THESE QUESTIONS AS EITHER:

1 dishonest, 2 indirect, 3 threatening, 4 closed or 5 good

1. Why did you break that window? _____ ③
2. Will you stop taking excessive coffee breaks? _____ ①
3. What do you think the outcome will be? _____ ⑤
4. Do you like the new supervisor? _____ ④ ①
5. Would you like me to go over that again? _____ ②

CORRECT THESE QUESTIONS BY REWORDING THEM

1. Would you like to help me adjust the machine?
   READS Will you help me adjust the machine?

2. Are you really satisfied with that finished job?
   READS How do you feel about your final job?

3. Will you be here at eight sharp?
   READS What time will you arrive?

4. Why are you always working when I call on you?
   READS You are a busy person.

5. Do you want to know how I would do it?
   READS I have a suggestion that may interest you.

6. I can stand the new boss, can you?
   READS What's your reaction to our new Boss?

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

we are here AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

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HOW AM I DOING? A PRACTICAL EXERCISE

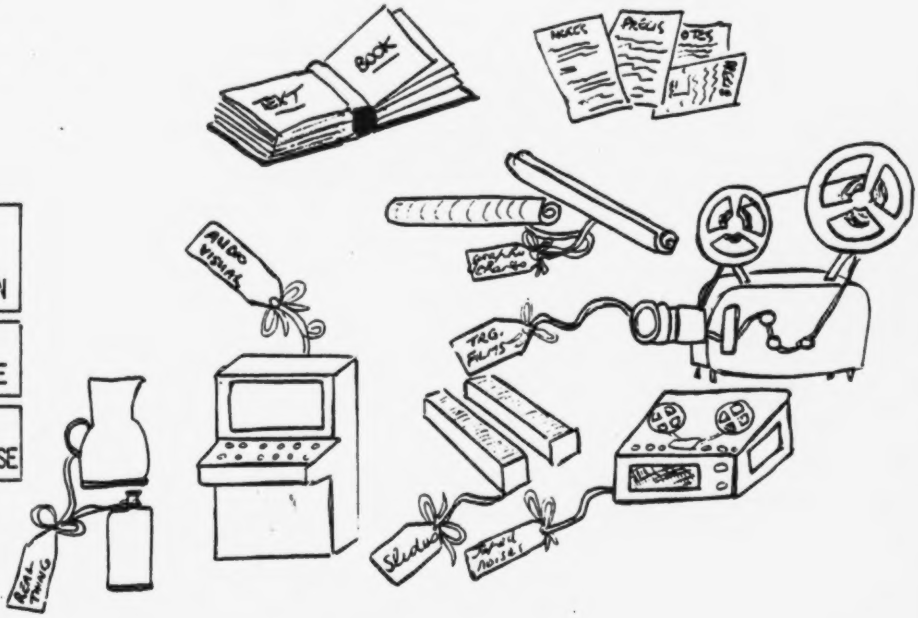
HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 7

AIDS TO INSTRUCTION

1 **Aids to instructor**
2 **Exercise "Training Aids"**
1 **Summary**



AIDS TO INSTRUCTION

SYNOPSIS

In session 4 the functions of the 5 senses were discussed in relation to the learning phenomenon. Furthermore, these senses were examined in relation to knowledge and skills training. It is clear that we will be able to instruct with greater effectiveness if we show the subject rather than rely on telling and listening.

This session examines the concept of training aids that are suitable for job-training, rather than a detailed look at a particular aid or aids.

OBJECTIVES OF SESSION 7

Upon completion of this session the students will:

1. Be able to explain the need and limitations of training aids.
2. Be able to recall the types of aids that are suitable for job-training.
3. Apply appropriate aids in the practical exercises.
4. Be able to use notes and precis correctly in the training setting.

MEASUREMENT

1. From a sample of training aids students will rate them as good, poor or indifferent, giving reasons why.
2. Given a range of training/instructional tasks, students will list the best aids.
3. Students will use aids to their practical instruction.
4. Students will complete comprehension precis on Notes & Precis.

MATERIAL

1. OHP transparencies as required, (Enclosure 33)
2. Collection of training aids (Good, Poor and Bland).
3. Quiz on aids and their uses.
4. Completion Precis No.3, (Appendix 2)

1 AIDS TO INSTRUCTION

SUBJECT EXPLANATION

INTRODUCTION AND PURPOSE OF TRAINING AIDS

Session four made the point that people learn about 70% of the knowledge through sight. They also learn much of their practical skills through the same sense, although obviously the bulk of this learning comes through the sense of touch. It is clear that we will be able to dramatically increase the effectiveness of training explanations, if we can SHOW the subject, rather than rely on the learner to merely listen.

> *"A picture is worth a thousand words"*
> *Confucius.*

WHAT ARE TRAINING AIDS

Aids are simply devices (normally other than the real thing) which help the *trainee to learn.*

PURPOSE OF TRAINING AIDS

All aids must help the trainees to learn, through *assisting* the instructor to "put over" the lesson. They must never replace the instructor, or become so complex as to confuse the learner.

The instructor has to present material in such a way that it is:

1. Meaningful
2. Memorable

Training Aids, or "audio-visual" aids can assist greatly in this task.

1 RANGE OF AIDS

There is a vast range of aids which can be used. Each has its particular advantages and disadvantages. Not all will be available. These can be categorised under the following headings:

1. **Still Pictures or Illustrations**
   - Chalkboard
   - Magnetic boards
   - White boards
   - Graphs
   - Flip Charts
   - Posters
   - 35mm Slides
   - Overhead Projector (OHP)
   - Epidiascope
   - Film strips

2. Motion Pictures
    - Films 16mm/8mm (live)
    - Films 16mm/8mm (animated)
3. Television
    - Live
    - Audio/Video Recording
    - Programmed instruction
4. Models
    - Cut away
    - Simplified
    - Scaled
5. Computers
    - Simulation/aided instruction
6. Programmed Instruction
    - Texts
    - Construction
7. Written Material
    - Books
    - Precis
    - Handouts

CLASS TASK

INSTRUCTOR TO CHECK ON LEARNING THROUGH ROUTINE QUESTIONS TO CLASS MEMBERS

SUBJECT EXPLANATION

1. ESSENTIALS OF TRAINING AIDS - SIMPLE, BRIEF, LARGE, STIMULATING.
2. CHECK LIST TO JUDGE AN AID.

ESSENTIALS OF AIDS

Any useful visual aid must be:

SIMPLE	- to make, maintain and understand.
BRIEF	- to stress only the main points
LARGE	- to enable essential details to be seen by all.
STIMULATING	- to interest and make the essential points stand out.

For further details see Appendix 1.

2 HOW DO THEY HELP A LEARNER?

The human brain "learns" by sensory experience, i.e. by recording what we see, hear, feel, say and smell. The more senses that are involved in the learning situation, the better we tend to learn.

All the training aids involve more than one of the student's senses. Material presented in this way tends to be clearer and more memorable. We remember what we *see* better than what we *hear* and almost all training aids are visual to some degree. But *no training aid is a substitute for seeing or doing the real thing.* Whenever practicable, the actual object or process should be used.

> *"I hear and I forget;*
> *I see and I remember;*
> *I do and I understand."*
>
> *Old Chinese Proverb*

WHEN CAN TRAINING AIDS BE USED?

Aids can be used at all stages of the learning process as follows:

1. To Prepare the Learner: A simple chart or poster can stimulate interest, give or review background knowledge.
2. In the learning situation itself: A range of aids can be used to emphasize key points, show important relationships, explain complex material, retain interest, etc., etc.
3. To reinforce what's been learnt: A chart or poster summarizing the main points.

WHEN SHOULD AIDS BE USED?

1. When the session has been planned and the objectives are clear. Aids will assist you achieve the lesson objectives, but they are not an end in themselves and are no substitute for a session-plan.
2. When the real thing is not available.
3. When it will help make the point better than you can on your own. Otherwise it will be a waste of time and effort.

CHECKLIST

Before making or using an aid ask yourself:

1. Is it necessary?
2. Will it help the learner?
3. Does it involve more than one sense?
4. Is it the best kind of aid for the job?
5. Should more than one kind of aid be used?
6. What size, colour, type of presentation?
7. Is it simple?
8. Is it accurate?
9. Is it available?

FOR KNOWLEDGE, USE
EYES AND EARS

FOR SKILLS, USE
HANDS, EYES AND EARS

YOUR VISUAL AID MUST BE:

CLEAR
SIMPLE
SUBSERVIENT

---

2 EXERCISE "TRAINING AIDS"

GROUP TASK

1. TUTOR TO GIVE TO EACH SYNDICATE TWO TYPICAL TRAINING AIDS FOR JOB TRAINING THESE SHOULD INCLUDE GOOD, POOR AND BLAND AIDS. THEY SHOULD RANGE IN TYPE, E.G.:
   - (1) VISUAL - OHP TRANSPARENCIES, CHARTS, ETC.
   - (2) PHYSICAL - MODELS, CUT AWAY ITEMS, SECTIONS.
   - (3) AURAL - TAPES, ETC.
   - (4) ETC., ETC.
2. SYNDICATE STUDENTS SHOULD DATE THESE AGAINST THEIR CHECKLIST, (APPENDIX 1).
3. WHEN EACH SYNDICATE HAS COMPLETED A STUDY OF ITS AIDS THEY ARE PASSED ROUND UNTIL ALL THE AIDS HAVE BEEN ASSESSED BY ALL SYNDICATES.

Note: 1. *Issue 2 per syndicate if 3 syndicates.*
2. *Issue 1 per syndicate if 4 syndicates.*
3. *Choose interesting aids.*

WRITE — REWRITE

TUTOR TO RECORD RESULTS ON OHP TRANSPARENCY AND PRODUCE A RATING FOR EACH AID.

CLASS TASK

TUTOR TO GET CLASS MEMBER TO COMMENT ON RESULTS, SUGGEST A METHOD FOR IMPROVING THE POORLY RATED AIDS.

SUBJECT EXPLANATION

NOTES AND PRECIS

(ADDITIONAL TOPIC TO BE COVERED IF TIME PERMITS).

INTRODUCTION

Many lessons cannot be assimilated all at once, so some means must be devised to enable the trainee to recall the important information/skills of the lesson. Unless the subject is well documented in textbooks or manuals, which the student posses, some tangible memory-aid must be provided for later reference.

NOTES AND PRECIS

Definitions. Notes are what the trainee writes down.
Precis are prepared handouts which are issued.

NOTES

Uncontrolled Notetaking. Notes taken down as the lesson progresses, without any assistance from the instructor, are often a feature of the lecture technique.

1. Advantages
   (1) The act of writing itself can be a memory-aid.
   (2) The trainee will be able to read the notes better.
   (3) The student's own notes will mean more than someone else's.
2. Disadvantages
   (1) Requires practise and experience.
   (2) Writing distracts the lesson.
   (3) The important points often do not become clear until the lesson is over.
   (4) If the lesson is not followed closely, the whole exercise is pointless.

Controlled Notetaking. Here the trainee writes exactly what the instructor directs:

1. From the chalkboard, chart, OHP, etc.
2. By dictation.
3. Advantages
   (1) From the chalkboard, etc. there is a certain amount of quality control.
   (2) By dictation. NIL

4. Disadvantages
   (1) Although there is more chance of quality control over notes given this way, there is still the likelihood that no two sets of notes will be identical.
   (2) Both methods are time consuming, especially by the dictation method, where the fastest speed can be only that of the slowest writer.

PRECIS

The two advantages of the precis over notes are:

1. They take practically no class-time to hand out.
2. Everyone gets the same material, and the instructor, rather than the trainee, controls their quality.

However, there is a danger that some trainees will 'file' the precis away and never refer to it. To guard against this, precis should be:

1. Active
2. Attractive

   (1) Active. The precis should not only give the essential material, it should also include some task which the student can complete, and the instructor check, to ensure that the handout has been read and understood.
   (2) Attractive. The precis should be as professionally produced as possible, and contain only the main points of the topic. It should be expressed in simple terms and be clear at a glance.

CLASS TASK

TUTOR TO CONDUCT A THEORY LESSON WITH STUDENTS RECORDING SIGNIFICANT FACTORS ON THE TOPIC IN PRECIS 3 (APPENDIX 2)

3 SUMMARY

SUBJECT EXPLANATION

TUTOR TO SUMMARISE THE SESSION.

TAKE A BREAK

APPENDIX 1

EXERCISE "VISUAL-AIDS"

VISUAL AID CHECK LIST

Note ✓ if yes or X if no.

CHECK POINT	AID 1	AID 2	COMMENTS
1. IS IT NECESSARY			
2. WILL IT HELP THE LEARNER			
3. DOES IT INVOLVE MAXIMUM NUMBER OF SENSES			
4. IS IT THE BEST TYPE OF AID FOR THE JOB			
5. SHOULD MORE THAN ONE AID BE USED			
6. IS THE APPROPRIATE SIZE, COLOUR, FORM BEING USED			
7. IS IT SIMPLE			
8. IS IT ACCURATE			
9. IS IT AVAILABLE			
10. IS IT LIKELY TO CONFUSE			
11.			
12.			

APPENDIX 2

JOB INSTRUCTION COURSE: PRECIS 3

NOTES AND PRECIS

1. WHY WRITE IT DOWN?

1 ______________________________
2 ______________________________
3 ______________________________

2. WHO WRITES IT DOWN?

1 ______________________ = NOTES
2 ______________________ = PRECIS (summary) / TRAINING SHEETS
3 ______________________ = TEXTBOOKS / MANUALS / etc

3. NOTES: A SUMMARY

		ADVANTAGES	DISADVANTAGES
1. ________	uncontrolled note taking ________	1. 2. 3. 4. learning aid 5. familiarity	1. 2. distracting 3. 4. 5.
2. controlled note taking	from OHP or board —	1. 2. 3. 4. group task	1. very slow 2. 3. 4. 5.
	dictated notes __	NIL	1. very slow 2. 3. 4.

4. PRECIS

must be
1.
2.
3.
4. ____________

when to give them?

		ADVANTAGES	DISADVANTAGES
	BEFORE	1. 2. 3. 4. allows highlighting	1. 2. 3.
No matter when **all** get the same ______ ______ material.	DURING	1. can keep the session moving	1. disrupting 2. distracting "Before - ve"
	AFTER	1. 2. 3. Saves time	1. loss of highlighting. 2. filed away and never read.

NB: IN GENERAL, TAKE TECHNICAL & PROCEDURAL PRECIS BACK.
REASON = ______________________

5. TRAINING SHEETS

More active than precis. The student learns by doing something - a job, an assignment, some questions.

Usually contains - instructions
- information
- references
- exercise

Points to watch

1 ____________________.

2 ____________________.

3 ____________________.

4 ____________________________________.

5 Make sure you __________________________.

APPENDIX 2A

JOB INSTRUCTION COURSE: PRECIS 3
NOTES AND PRECIS

1. WHY WRITE IT DOWN?

1 Memory Aid
2 Summary - Focus Attention
3 Authority

2. WHO WRITES IT DOWN?

1 Trainees = NOTES
2 Instructor = PRECIS (summary) / TRAINING SHEETS
3 Someone Else = TEXTBOOKS / MANUALS / etc

3. NOTES: A SUMMARY

		ADVANTAGES	DISADVANTAGES
1. uncontrolled note taking		1. Saves Time 2. Cryptic 3. Less cost 4. learning aid 5. familiarity	1. Needs skills 2. distracting 3. Indiscriminate 4. Inaccurate 5. Unsafe
2. controlled note taking	from OHP or board	1. More accurate 2. Trs control 3. Cheap 4. group task	1. very slow 2. used with care 3. Breaks flow 4. Lack of Accuracy 5. No two the same
	dictated notes	NIL	1. very slow 2. Repressive 3. Limited 4. Breaks Flow

4. PRECIS

must be 1. Clear
2. Brief
3. Visual
4. Active

when to give them?

		ADVANTAGES	DISADVANTAGES
	BEFORE	1. Very clear 2. Sets objectives 3. Sets scope 4. allows highlighting	1. Distracting 2. one jump ahead 3. The Q Man
No matter when all get the same Quality Control material.	DURING	1. can keep the session moving	1. disrupting 2. distracting 3. "Before - ve"
	AFTER	1. Summarises 2. Clarifies 3. Saves time	1. loss of highlighting. 2. filed away and never read.

NB: IN GENERAL, TAKE TECHNICAL & PROCEDURAL PRECIS BACK.
REASON = NOT AMENDABLE

5. TRAINING SHEETS

More active than precis. The student learns by doing something - a job, an assignment, some questions.

Usually contains - instructions
- information
- references
- exercise

Points to watch

1 BRIEF.
2 CLEAR.
3 CHALLENGING.
4 BE ABLE TO COMPLETE ALONE.
5 Make sure you CHECK THEM.

THE INTRODUCTORY SESSION

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THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

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HOW AM I DOING? A PRACTICAL EXERCISE

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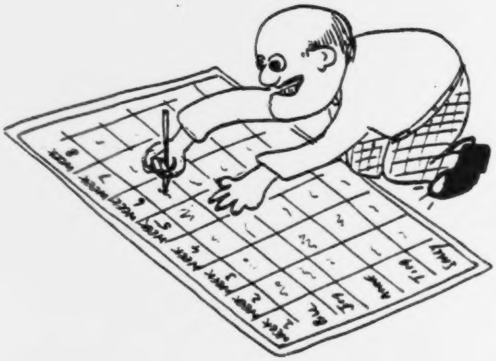
THE CONCLUDING SESSION

SESSION 8

PREPARING FOR THE JOB-INSTRUCTION

1 Preparation for job-instruction
2 Exercise "writing learning objectives"
3 The job-breakdown
4 Exercise "Hang-Up"
5 The Training Task-Breakdown
6 Attitudinal Training
7 Summary



PREPARATION FOR THE JOB INSTRUCTION

SYNOPSIS

Preparation is the crucial element in all job instruction where time and effort is often an important factor. To make the best use of the time available the process must be logical and systematic. This session will be used to develop in the students, skills in the following preparatory areas:

1. **Stating the aim of their training task.**
2. **Writing a training/learning objective for the task.**
3. **Developing the 'Measures' to be used to determine whether the trainee has learned.**
4. **Producing a Job Breakdown for the task.**
5. **Producing a Training Task Breakdown for the Job or stages of the job.**
6. **Self-preparation.**
7. **Attitudinal training.**

The learning will be achieved using a combination of theory lesson, demonstration and syndicate work, based on a vocational related exercise.

OBJECTIVES OF SESSION 8

Upon completion of this session the students will:

1. Be able to:
    - (1) State the aim of a training task in absolute terms.
    - (2) Write learning objectives for vocationally related training tasks in behavioural terms.
2. Correctly produce a Job Breakdown and associated Training Task Breakdown for a vocationally related task.
3. Recall the principles of self-preparation for job-instruction.
4. Explain the concept of 'Goal Analysis'.

MEASURES

1. Each student will be required to prepare and conduct an element of job training during exercise "Plugs and Sockets". Correct preparation will be observed at this point.
2. Self preparation will also be noted during the above exercise.

MATERIALS

1. OHP transparencies as required, (Enclosure 34)
2. Example: Aims and Consequences, Objectives, Measures, Job Breakdown, Training Task Breakdown.
3. Blank Sheets for: Objectives, Job Breakdown, Training Task Breakdown.
4. Items for demonstration vocational task "HANG UP".
    - (1) Step ladder
    - (2) Picture hook
    - (3) Wire & eyes
    - (4) Tape measure
    - (5) Hammer
    - (6) Awl
    - (7) Pliers
    - (8) Rag
5. Exercise 'Writing Learning Objectives'.
6. Exercise "Hang-Up".

1 PREPARATION FOR THE JOB-INSTRUCTION

SUBJECT EXPLANATION

INTRODUCTION TO THE SUBJECT BY THE TUTOR STRESSING THE NEED FOR THIS TOPIC.

INTRODUCTION

Preparation is the crucial element in all instruction, particularly in on-the-job training, where time is often a factor. To make best use of the time available, the process must be logical and systematic.

Before starting detailed preparation, the instructor must decide on the best method of presenting the information so that the trainee can learn effectively.

SUBJECT EXPLANATION

STATING THE AIMS OF A TRAINING TASK AND THE CONSEQUENCES ON NOT TRAINING

WHAT ARE THE AIMS?

(1) What is the instructional problem that establishes a need for the job instruction, and what is the overall aim? (If this has not been stated by someone else, a brief written statement should be produced.)

EXAMPLE 1.

TITLE OF PROGRAMME: The ABC Keyboard.

STATEMENT OF NEED: A new ABC Keyboard will be used, as a standard data input machine for all the company computer terminals. Skills in using this keyboard will be required by all staff having a need to operate the company computer or its terminals.

EXAMPLE 2.

TITLE OF TRAINING SESSION: Completing Customer Sales Slips.

STATEMENT OF NEED: All staff making customer sales, must complete sales slips which are part of the company accounting process. Skills in making out these slips are essential to ensure there is no greater than a maximum 2% error per month, with no more than six department errors per day.

(2) What are the consequences of not providing the job instruction? (If this has not been stated by someone else, a brief written statement should be produced.)

EXAMPLE
1.

TITLE OF SESSION: The ABC Keyboard.

STATEMENT OF CONSEQUENCES OF NOT PROVIDING JOB TRAINING:
Since the keyboard is a basic device used in many departments, staff without previous training on this machine would be greatly hampered, and company operations would be frustrated.

CLASS TASK

EXAMPLE

1. CLASS MEMBERS ARE TO VIEW OHP EXAMPLES OF TRAINING AIMS AND NON-TRAINING CONSEQUENCES.
2. TUTOR AND CLASS DISCUSS THESE NOTING THE WORDING.
3. CLASS MEMBERS RECEIVE AN EXAMPLE OF EACH, (APPENDIX 1)

SUBJECT EXPLANATION

STATING THE LEARNING OBJECTIVE IN ABSOLUTE TERMS (USING ACTION VERBS- ACTION WORDS).

WHAT ARE THE LEARNING OBJECTIVES?

(3) What is the specific aim (objective) of this particular session?
(This must be a simple clear statement expressed in behavioural terms with the subject being *the trainee*.
It *must* be a *learner based*① statement containing the following elements:

- An *action verb*② describing the *performance* required.
- The *standard*③ that the learner must achieve.
- The *conditions*④ under which the performance is to be made.)

EXAMPLE
1.

Upon completion of this session of instruction, the trainee① will demonstrate② the correct method of completing a weight and balance check, using a Type 34④ machine. The operation is to be performed without error③.

EXAMPLE
2.

Upon completion of this session of instruction, the trainee① when requested to give change in a sales transaction, will accept② the payment, register② the payment, and return② correct change with no error③ at any stage and using no calculating device④.

These forms of objectives are more than adequate for job training requirements; they are invaluable at this stage because:

a. They are an ABSOLUTE, SIMPLE, PRACTICABLE, statement of the intent of the session for both INSTRUCTOR AND LEARNER.

b. They lead logically to the development of the MEASURES an instructor uses to determine if the trainee has learned.

2 EXERCISE "WRITING LEARNING OBJECTIVES"

CLASS TASK

1. CLASS MEMBERS ARE TO SEE OHP EXAMPLES OF GOOD, POOR AND BLAND LEARNING OBJECTIVES TUTOR TO CAREFULLY HIGHLIGHT ERRORS.

EXAMPLE

2. CLASS MEMBERS RECEIVE AN EXAMPLE OF SUITABLE LEARNING OBJECTIVES, (APPENDIX 2)

3. ISSUE CLASS MEMBERS WITH "WRITING LEARNING OBJECTIVES" EXERCISE, (APPENDIX 3). CLASS MEMBERS ARE TO COMPLETE.

PART ONE INDIVIDUALLY

GROUP TASK

1. SYNDICATE MEMBERS ARE TO COMPARE RESULTS AND DISCUSS THEIR DIFFERENCE. THEY MUST PRODUCE A CONCENSUS RESULT.

2. HOW'S THE APPLICATION OF GOOD DISCUSSION TECHNIQUES GOING?

WRITE REWRITE

1. GROUP LEADERS BRING CONCENSUS RESULTS TO TUTOR FOR RECORDING.

   [What no leader? Discussion Planning point 2. Select a group leader.]

EXAMPLE

2. TUTOR TO USE A LARGE VERSION OF THE EXERCISE TABLE, E.G.:

SUBJECT			
SYN 1	SYN 2	SYN 3	SYN 4
Y	Y	N	Y

Note: Prepare the table during the exercise.

3. TUTOR PUTS UP CORRECT RESULT IN A DIFFERENT COLOUR.

4. DISCUSSION SHOULD FOLLOW WHERE DIFFERENCES OCCUR. ALL STUDENTS MUST BE SURE THEY HAVE CORRECTED ANY ERRORS.

CLASS TASK

1. PART 2 OF THE EXERCISE IS THEN ISSUED AND CLASS MEMBERS REWRITE THE OBJECTIVES TO INCLUDE THE MISSING ELEMENTS.

2. TUTOR SELECTS VARIOUS CLASS MEMBERS TO COME UP AND WRITE THEIR CORRECTED OBJECTIVES.

3. PROCEED ALONG THESE LINES UNTIL ALL ARE SATISFACTORILY RECORDED.

4. ALL STUDENTS TO CORRECT ANY ERRORS.

SUBJECT EXPLANATION

DEVELOPING THE MEASURES (CRITERION MEASURES) TO TEST THE LEARNING

There are two schools of thought as to whether the Measures, to be used to test that the learning has been achieved, should be developed now or at a later stage in the preparation. For basic job-instruction it is not terribly important, as long as some thought was given to the matter when producing the learning objective.

It would pay the Tutor to caution the students, that they may read of others preparation approaches, that insist on the next stage being 'Developing The Measure to Test The Learning.' This course will deal with this matter later on.

3 THE JOB-BREAKDOWN

SUBJECT EXPLANATION

EXAMPLE

HOW TO GO ABOUT MAKING A 'JOB-BREAKDOWN'.

1. TUTOR TO INTRODUCE THE TOPIC COVERING PURPOSE AND THE JOB-BREAKDOWN SHEET, (APPENDIX 4).

2. ISSUE STUDENTS WITH THE EXAMPLE COMPLETED FORM HIGHLIGHTING: HOW THE EXAMPLE FOLLOWS ON FROM THE AIM, TERMS USED, AND SIMPLE PROSE, (APPENDIX·5).

A great deal of material has been written on this particular subject, much of it unnecessarily detailed and complicated. However, the original TWI Job Breakdown of 1941 often appears in similar forms. It is not uncommon to see it referred to as a:

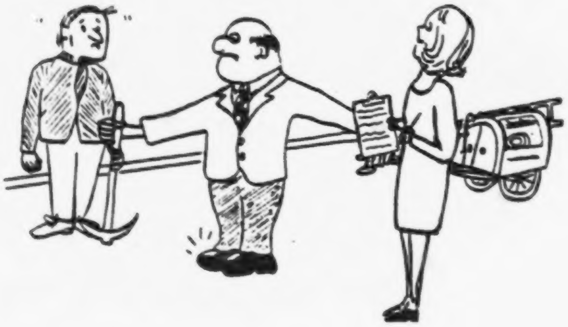
Job Analysis Chart
Task Analysis Chart
Work Analysis Chart
Breakdown Guide
Operation Sheet
Job Blueprint
Work Sheet

= Job Breakdown Sheet

PURPOSE OF A JOB BREAKDOWN

A well prepared Job Breakdown is used to provide sufficient job details to serve as a standard step-by-step guide so that a person, unfamiliar with the job, can perform each step of the operation satisfactorily.

The Job Breakdown is an invaluable preparation aid to the instructor, *but it is not a* detailed instructors guide, nor should any attempt be made to combine the Job Breakdown Sheet and the Training Task Breakdown Sheet. A recommended suitable format to use for recording a JOB BREAKDOWN, is on page 173. *The steps* of an operation are recorded as a single, brief statement containing an *action verb;* for example "*adjust* the regulating arm". (The choice of this action verb, action word, is important for it holds the clue as to whether the operation is a skill, knowledge, an attitude or a combination of these behaviours. Common action verbs to use are shown in appendix 3.)
A key point is a factor related to a step, it is the "key" to doing it correctly. This section is not meant to record every procedural action that might be done.



SUBJECT EXPLANATION

HINTS ON WRITING THE JOB-BREAKDOWN.

STILL USE THE EXAMPLE JOB-BREAKDOWN.
STUDENTS TO FOLLOW OVER THE VARIOUS SECTION
OF THE FORM.

HINTS ON WRITING A GOOD JOB BREAKDOWN

1. Consider if a Job Breakdown is necessary
   - Are the employees going to require a full explanation of the job?
   - Is the job complicated in any way?
   - Will it help the Instructor to think out what to get across?
2. Head Up Sheet
   - Clear and simple for recording and reference.
   - Date to show when last reviewed.

3. Decide on Important Steps
   - Do the job or watch an experienced worker do the job.
   - Work to definition: A logical segment of the operation which substantially advances the work.
   - Start each step with an action verb.
   - Work right through job or operation in a logical sequence.
   - Test each step by asking; "Is it a logical portion?"
4. Decide on Key Points
   - Do the step or watch an experienced worker do the step. Get them to talk you through the step.
   - Work to definition:
     Anything in this step that would make or scrap the work?
     Anything to make the difference between success or failure?
     Anything to injure the worker - Cause damage?
     - Any knacks or tricks?
     - Any special timing?
     - Any special information?
   - Check all key points located and noted before proceeding to the next step.
   - Repeat for all steps.
5. Check the Breakdown
   - Do the job again from the breakdown.
   - Add or amend key points as necessary.
   - Try it out on a learner using good instruction (4 methods), set to a TASK BREAKDOWN SHEET FOR INSTRUCTING.

Three well prepared TWI Job Breakdowns, covering a range of vocations, are included as Appendix 2 to Part 6 of the Instructors Handbook. These examples show, that with relative ease, most job operations lend themselves to this approach. The heading portions have been abridged to be illustrative only. However, the value of these examples lie in the Important Steps and Key Points.

SUBJECT EXPLANATION

TUTOR TO SUMMARISE SESSION SO FAR

4 EXERCISE "HANG-UP"

SUBJECT EXPLANATION

EXERCISE "HANG-UP": PART 1

PRACTICAL

1. THE TUTOR IS TO GATHER THE CLASS AROUND TO OBSERVE HIM PERFORMING THE TASK OF
   (1) PREPARING A PICTURE FOR HANGING, AND
   (2) HANGING IT ON THE WALL, (APPENDIX 6).
2. REPEAT THE EXERCISE AGAIN GETTING STUDENTS TO NOTE SKILL AND KNOWLEDGE ASPECT, STEPS AND KEY POINTS.
3. STUDENTS CAN REQUEST STEPS TO BE REPEATED AND ASK ANY RELEVANT QUESTION TO INCREASE THEIR KNOWLEDGE OF THE TASK.

Note: *1. Tutor must follow the script exactly.*
2. Create a mock wall for hanging the picture.

CLASS TASK

1. ON A BLANK JOB-BREAKDOWN SHEET PROVIDED CLASS MEMBERS ARE TO INDIVIDUALLY ATTEMPT TO WRITE A JOB BREAKDOWN FOR THE TASK DEMONSTRATED.
2. TUTOR TO ASSIST WHERE PEOPLE HAVE DIFFICULTY.

Note: *Larger classes should be given the Job-Breakdown exercise as suggested in the exercise script.*

GROUP TASK

PRACTICAL

1. SYNDICATES ELECT A GROUP LEADER.
2. COMPARE JOB-BREAKDOWNS AND DISCUSS DIFFERENCES IN CONTENT.
3. SYNDICATES PRODUCE A CONSENSUS JOB BREAKDOWN.
4. QUICKLY PASS JOB-BREAKDOWNS FROM SYNDICATE TO SYNDICATE TO OBSERVE OTHER APPROACHES.

CLASS TASK

CLASS REASSEMBLES AND DISCUSSES THE EXERCISE AND RECEIVES A SUGGESTED SOLUTION.

GROUP TASK

1. SYNDICATES REFORM AND START PART 2 OF EXERCISE "HANG-UP". THIS CONSISTS OF PRODUCING THE PRE-INSTRUCTIONAL RELATED MATERIAL, NAMELY:
   (1) THE AIM OF THE TRAINING
   (2) CONSEQUENCES OF NOT TRAINING.

TUTOR TO ASSIST. ALSO SYNDICATE MEMBERS SHOULD USE THE EXAMPLES ISSUED EARLIER.

CLASS TASK

CLASS REASSEMBLES AND DISCUSSES THE EXERCISE AND RECEIVES SUGGESTED SOLUTION.

5 THE TRAINING TASK-BREAKDOWN

SUBJECT EXPLANATION

HOW TO GO ABOUT MAKING 'A TRAINING TASK-BREAKDOWN'.

1. TUTOR TO INTRODUCE THE TOPIC COVERING THE PURPOSE AND THE TRAINING TASK-BREAKDOWN SHEET, (APPENDIX 7).

EXAMPLE

2. ISSUE STUDENT WITH THE EXAMPLE OF A COMPLETED SHEET, HIGHLIGHTING HOW IT:
   (1) RELATES TO THE PREVIOUS JOB BREAKDOWN SHEET EXAMPLE,
   (2) USES A SIMILAR APPROACH BUT HAS ADDITIONAL AREAS. (APPENDIX 8)
3. MAKE SURE STUDENTS KNOW THE PURPOSE OF EACH FORM.

PURPOSE OF A TRAINING TASK BREAKDOWN

We have seen how a well prepared Job Breakdown provides a step by step guide to satisfactory performance of a job. Furthermore, it provides the instructor with an overview of the instruction required. A Training Task Breakdown Sheet will be used to plan, in more detail, steps associated with the Job Breakdown. The Training Task Breakdown may cover the complete operation (if it is a simple one) or alternatively one important step. It differs from the Job Breakdown in a number of ways:

1. The task involved is expressed as a *training objective* to be met by the learner.
2. Tools, Equipment, Aids and References are listed.
3. The format of Beginning-Middle-End is followed.
4. A Confirmation method is stated.

A suitable format to use for the Training Task Breakdown Sheet is on page 178. This example is associated with the Job Breakdown Sheet shown on page 172. The learning stages and instructional points follow much the same principle as for the Job Breakdown, with stages being specified using action verbs. Sequencing of stages should follow the "best for a learner principle".

SUBJECT EXPLANATION

COMPLETING THE 'TRAINING TASK-BREAKDOWN' SHEET.

SUMMARISE USING THE EXAMPLE NOTE CONFIRM THERE IS NOTHING BEYOND THE LEVEL OF COURSE MEMBERS AT THIS POINT.

GROUP TASK

SYNDICATES REFORM AND START PART 3 OF EXERCISE 'HANG-UP'. WRITING THE 'TRAINING TASK BREAKDOWN', ON A BLANK SHEET.

PRACTICAL

1. ELECT NEW GROUP LEADER.
2. WRITE A LEARNING OBJECTIVE FOR THE STEP COVERED BY THE 'TRAINING TASK-BREAKDOWN'.
3. COMPLETE THE REST OF THE SHEET, INSTRUCTOR WILL REPEAT THE "STEP" IF REQUIRED AND ANSWER ANY RELATED QUESTIONS.
4. QUICKLY PASS COMPLETED 'TRAINING TASK-BREAKDOWNS' FROM SYNDICATE TO SYNDICATE, WHEN ALL ARE COMPLETED, TO OBSERVE OTHER APPROACHES.

CLASS TASK

CLASS REASSEMBLES AND DISCUSSES THE EXERCISE AND RECEIVES A SUGGESTED SOLUTION.

TUTOR SUMMARISES THE EXERCISE AND CONGRATULATES STUDENTS.

SUBJECT EXPLANATION

JOB INSTRUCTORS NEED FOR SELF PREPARATION.

If the instructor is a full time trainer, then there won't be nearly as much to do as when instructing efforts are few and far between. Nevertheless, there are certain areas in self-preparation that should be reviewed. These are:

1. Source material should be reviewed, changes may have occured in procedures etc.
2. Learn the background of the people to be trained. This can assist in the human relations side of the task and might provide insight into difficulties or problems with learning.
3. The administrative details if any of the training is to take place away from the job-setting such as:
    1. time and place
    2. bookings
    3. aids needed.

RAISE EXPLANATORY QUESTIONS IF REQUIRED.

6 ATTITUDINAL TRAINING

SUBJECT EXPLANATION

HOW TO GO ABOUT IDENTIFYING ATTITUDINAL TRAINING OBJECTIVES.

1. TUTOR TO INTRODUCE THE TOPIC COVERING THE PROBLEMS INVOLVED IN SPECIFYING AN ATTITUDE.

EXAMPLE

2. USING 'BLACKBOARD AND THEORY LESSON TECHNIQUES' EXPLAIN THE PROCESS OF 'GOAL ANALYSIS'.

3. SHOW HOW THE FINAL EVALUATION GUIDE CAN BE INCORPORATED IN THE TRAINING TASK BREAKDOWN.

ATTITUDINAL TRAINING

INTRODUCTION

In Session 5 of this Guide the topic of 'an employee's attitude' was introduced. It was concluded, that there are many problems associated with developing the correct attitudes and measuring changes that may have resulted from job-instruction. The problems include the following:

1. It is not always easy to decide whether a particular attitude is held by a person. For example, a person could recognize the dangers in smoking and yet, in terms of observable behaviour, smoke heavily.
2. The problem is made more complex by not being able to observe directly a person's beliefs and feelings.
3. Sometimes, what people express as an opinion will not be matched by what they do in practice.
4. At best, the behaviour exhibited by a person is only an indicator of the presence of an attitude.

Two important points emerge from a study of these problems. They are:

1. Only observable behaviours should be assessed by the instructor. This means, a trainee would fail a training objective if a number of safety precautions were not observed (Skill or Knowledge). However, the failure might alternatively be described as a lack of safety conciousness (Attitude).
2. Instructors can contribute to the development and enhancement of the attitudes that affect job-performance.

The reasons for the emergence of the above points are:

1. Assessment of Skills and Knowledge is a far more reliable task; it only relies on observed performance.
2. Development of attitudes is a long-term process which spans a longer period than job-training. The major concern for the job-instructor is that the employee performs as required, with the attitudes supporting that performance developing initially during training, and consolidating while on-the-job.

PROCEDURES

Attitudinal Objectives are not written in the same manner as the learning objectives for Skills or Knowledge, shown on page 151. Since the observable behaviour is all that is of interest, the objective is written as a clear statement that specifies the required behavour.

There are a number of techniques available to determine the exact nature of the required behaviour. Goal Analysis[1] is probably the easiest for the Job-Instructor to use. The following explanation and example is provided of how Goal Analysis can be used:

Goal Analysis consists of three steps:

Step 1 Write down the goal. Express the goal in the clearest terms possible. If you cannot find action verbs this does not matter. The list of verbs in Appendix 1 should be used if possible. The main point of Step 1 is to describe 'what you want the trainee to do'.

Step 2 List the performances that define the Goal. This step requires you to write down everything that related to the goal. No special order is required.

Step 3 Refine the List. Delete duplications, items that are not expressed in action words. Carry out the first two steps for any vague statements that are left. Finally, you should end up with a series of statements that contain observable performance.

Step 4 Produce an evaluation (measurement) guide for the attitudinal objective. It must list the behaviours (which indicates the presence of the desired attitude) and is in effect the 'attitudinal objective'.

EXAMPLE 1

The trainee is to value the need for correct handling of sulphuric acid (Attitude).

a. Goal The goal is 'having a positive attitude towards the correct handling of sulphuric acid'.

b. Performances. Those things considered relevant are:
   (1) Wears protective clothing.
   (2) Allows no metal other than lead to contact the acid.
   (3) Does not smoke when handling acid.
   (4) Appreciate the dangers involved.
   (5) Safety first equipment on-hand and serviceable.

c. Refine List
   para (4) is too vague, it could be refined to state:
   (1) Use clean and serviceable tools and equipment.
   (2) Observe correct acid levels.
   (3) Mix acid with distilled water.
   (4) Transport containers in an approved manner.
   (5) Does not indulge in 'horseplay'.

---

[1] *Robert F. Mager, "Goal Analysis", Fearon Publishers, 1972. This small, and most readable, book explains in simple terms the process of Goal analysis.*

d. Evaluation Guide. The guide could be prepared to direct the instructor's attention to notice where the following safety and handling performance indicators are not observed:

   (1) Wearing protective clothing.
   (2) Allows no metals other than lead to come near the acid.
   (3) Does not smoke when handling acid.
   (4) Prepares safety equipment and places it on-hand.
   (5) Uses clean and serviceable tools and equipment.
   (6) Observes correct acid levels.
   (7) Observes correct mixing procedures.
   (8) Picks up and carries acid correctly.
   (9) Does not indulge in horseplay.

EXAMPLE 2

The trainee is to value the need to work in harmony with other employees.

Evaluation Guide. During the daily work activities while in the course of job-training, the instructor should be alert for such indicators as:

a. Sharing a work-load.
b. Respecting the privacy of others.
c. Respecting the property of others.
d. Giving assistance to others.
e. Co-operating with others.

EXAMPLE 3

The trainee is to value the need to prevent fires in the work setting.

Evaluation Guide. (as for example 2) Indicators include:

a. Care in the use of electric equipment.
b. Care in the use of flammables.
c. Safe disposal of lighted matches and cigarettes.
d. Refrains from smoking in restricted areas.
e. Proper use of wall heaters.
f. Correct loading of electrical points.
g. Correct use of extension leads.

FINAL POINTS

1. Attitudinal Objectives are not definitive statements which indicate the presence or absence of an attitude; they only act as a guide to the instructor.

2. It is not always necessary to write objectives for all attitudes. Some attitudes can be written as part of the standard statement of performance of a learning objective.

3. Once the indicators have been established they can be incorporated into the Training Task Breakdown as a guide to the instructor.

CLASS TASK

RAISE EXPLANATORY QUESTIONS IF REQUIRED.

7 SUMMARY

SUBJECT EXPLANATION

TUTOR TO SUMMARISE SESSION 8.

TAKE A BREAK

APPENDIX 1

EXAMPLES OF AIMS AND CONSEQUENCES

TITLE OF PROGRAMME: THE ABC KEYBOARD

INSTRUCTIONAL PROBLEM

A. STATEMENT OF NEED:

A new ABC Keyboard will be used as a standard Data Input Machine for all company computer terminals. Skills in using this keyboard will be required by all staff having a need to operate the company computer or its various terminals.

B. STATEMENT OF CONSEQUENCES OF NOT PROVIDING JOB-TRAINING:

Since the Keyboard is a basic device used in many departments, staff without previous training on this machine will be greatly hampered and company operation will be frustrated. While experience alone could eventually provide the skills needed, this could prove a costly alternative.

TITLE OF PROGRAMME: COMPLETING CUSTOMER SALES SLIPS

INSTRUCTIONAL PROBLEM

A. STATEMENT OF NEED:

All staff making customer sales must complete sales slips which are part of the companies accounting procedure. Skills in making out these slips are essential to ensure there is no greater than a maximum 2% error per month, with more than six department errors per day.

B. STATEMENT OF CONSEQUENCES OF NOT PROVIDING JOB-TRAINING;

Total errors above the minimum acceptable level, will result in excessive use of accounting resources to trace and correct. Furthermore, such errors will give a false picture of stock movements and forecasting to warehouse departments.

EXAMPLE OF LEARNING OBJECTIVES

OBJECTIVE 1:

Upon completion of this session of instruction the trainee will demonstrate the correct method of completing a weight and balance check, using the Type 34 Machine. The operation is to be performed without error.

OBJECTIVE 2:

Upon completion of this session of instruction the trainee when requested to give change in a simulated sale transaction will accept the payment, register the payment, and return the correct change with no error at any stage and using no calculating device.

OBJECTIVE 3:

After an on-the-job demonstration the trainee will operate the main switching panel of the mixer and follow the request of the team leader for a period of fifteen minutes with no errors or assistance.

OBJECTIVE 4:

Given a water sample and a Type 6B Pool Test Kit, the trainee is to measure the Chlorine content of the sample and determine if the pool is within safety limits laid down by the NZ Health Department.

APPENDIX 3

EXERCISE 'WRITING LEARNING OBJECTIVES'

IDENTIFICATION OF WELL-WRITTEN OBJECTIVES

PART 1

Before writing your own objectives, you should first practise recognizing well-written objectives. Using the four principles just discussed, it is possible to determine if an objective is well written. For practice in identification of well-written objectives, the following table has been provided. The table provides a yes/no response for each of the principles of well-written objectives.

OBJECTIVE NUMBER	PRINCIPLE			
	1 (SUBJECT)	2 (VERB)	3 (CONDITIONS)	4 (STANDARD)
1	YES/NO	YES/NO	YES/NO	YES/NO
2	YES/NO	YES/NO	YES/NO	YES/NO
3	YES/NO	YES/NO	YES/NO	YES/NO
4	YES/NO	YES/NO	YES/NO	YES/NO
5	YES/NO	YES/NO	YES/NO	YES/NO
6	YES/NO	YES/NO	YES/NO	YES/NO

Note that on the table a key word is provided with each of the four principles to help you recall them. Thus the word "subject" is included with principle 1; and that should help you recall that the subject of the objective must be the learner. Likewise, the word "verb" with principle 2 is to indicate to you that the action word in the objective is to be one depicting observable behaviour. Similarly, the word "conditions" relates to Principle 3 and "standard" to principle 4.

READ THE FOLLOWING OBJECTIVES AND THEN CHECK THEM OUT USING THE ANSWER TABLE PROVIDED. TAKE EACH OBJECTIVE, ONE AT A TIME, AND CHECK IT AGAINST THE FOUR PRINCIPLES. DELETE EITHER YES OR NO AS APPROPRIATE.

Introduction to the ABC Keypunch

Upon completion of this instructional program the learner will be able to:

1. When provided with a keypunch machine, turn on and turn off the machine using the main power switch.
2. Set all control switches on the console for training task 4.
3. Load and unload IBM punch data cards.
4. Transport cards from one location to another within the keypunch machine.
5. Punch alphabetic and numeric data onto punch data cards as specified in the training task 4.
6. Complete the punching task 4 with no errors in accordance with a model answer template.

APPENDIX 3 (2)

TUTORS MODEL ANSWER

PART 1

OBJECTIVE NUMBER	PRINCIPLE			
	1 (SUBJECT)	2 (VERB)	3 (CONDITIONS)	4 (STANDARD)
1	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO
2	YES/~~NO~~	YES/~~NO~~	~~YES~~/~~NO~~	~~YES~~/NO
3	YES/~~NO~~	YES/~~NO~~	~~YES~~/~~NO~~	~~YES~~/NO
4	YES/~~NO~~	YES/~~NO~~	~~YES~~/~~NO~~	~~YES~~/NO
5	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO
6	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~

This table lists the objective number followed by the principle numbers for which "no" is the appropriate response.

OBJECTIVE NUMBER	PRINCIPLE NOT FOLLOWED
1	4
2	3, 4
3	3, 4
4	3, 4
5	4
6	(ALL FOLLOWED)

PART 2

NOW THAT YOU HAVE DETERMINED WHAT ELEMENTS OF THE OBJECTIVES OF PART 1 ARE MISSING, THE NEXT TASK IS TO REWRITE THESE OBJECTIVES TO INCLUDE THE MISSING ELEMENTS.

OBJECTIVE 1. ____________________

____

____

OBJECTIVE 2. ____________________

____

____

OBJECTIVE 3. ____________________

____

____

OBJECTIVE 4. ____________________

____

____

OBJECTIVE 5. ____________________

____

____

OBJECTIVE 6. ____________________

____

____

TUTORS MODEL ANSWER

PART 2

Instructional Objectives, ABC Keypunch

Upon completion of this instructional sequence, the learner will be able to:

1. When provided with an ABC Keypunch Machine, turn on and off the machine using the main power switch.
2. Locate the console control switches and set them according to the specifications for training task 4 with no errors.
3. Load and unload IBM punch data cards into and out of the main feed hopper, leaving no cards in the machine and removing no cards with force.
4. Using the controls located on the console, transport cards from one location to another in the keypunch machine, with no cards remaining in any incorrect location.
5. Punch with no errors alphabetic and numeric data onto punchcards as specified by training task 4..
6. Check the completed training task 4 for the presence of errors, using the model answer templates included in training task 4. If errors are found, punch new data cards and replace the cards with errors in the completed deck of cards.

APPENDIX 3(4)

EXAMPLES OF ACTION VERBS

In order to help those of you who are writing objectives for the first time the following list of verbs (action words) is divided into 3 categories. Remember that these are no more than an aid; if at all possible you should choose that word which illustrates precisely the action that the successful performance of the job requires.

KNOWLEDGE

computes
calculates
categorizes
cites
converts
defines
differentiates
divides
explains
extracts
finds
identifies
illustrates
isolates
indents
labels
lists
locates
marks
names
notes
picks
proves
reproduces
relates
selects
states
solves
spells
selects
specifies
translates
tabulates
underlines
verifies
weighs

SKILLS

adapt
adjust
act upon
align
assemble
balance
build
climb
calibrate
cause
check
carries out
compile
check
connect
construct
draw
detect
diagnose
drill
demonstrate
draft
encode
ensure
edit
examine
file
finish
fit
hold
handle
inspect
install
lower
locate
lifts
lubricate
make
manipulate
mark
monitor
mount
maintain
observe
open
operate
order
overshoot
overhaul
practice
paint
place
position
post
prove
raise
reassemble
receive
recondition
record
replace
repair
recognize
readjust
recover
secure
sort
select
strip
test
turn
tighten
take
torque
write
wrap

ATTITUDE

argues
agrees
answers
alters
completes
chooses
describes
discusses
differentiates
distinguishes
disagrees
explains
follows
helps
indicates
joins
locates
modifies
names
produces
prepares
reproduces
replies
relates
separates
solves
uses
value the need
verifies

INSTRUCTIONAL OBJECTIVES DRAFTING SHEET

OBJECTIVE 1: ....
....
....
....
....
....

OBJECTIVE 2: ....
....
....
....
....
....

OBJECTIVE 3: ....
....
....
....
....
....

OBJECTIVE 4: ....
....
....
....
....
....

EXERCISE "LEARNING OBJECTIVE"

SERIAL NO: ____________ STAGE: ____________

LEARNING OBJECTIVE
STATEMENT

SUBJECT: ______________________

1. PERFORMANCE: The trainee is to:

2. CONDITIONS:

3. STANDARD:

APPENDIX 3(5)

APPENDIX 4

JOB-BREAKDOWN SHEET

JOB BREAKDOWN SHEET

BREAKDOWN FOR: NO:

DEPARTMENT: DATE:

JOB: OPERATION:

IMPORTANT STEPS (WHAT TO DO) **A logical segment of the operation, where something happens to advance the work.**	KEY POINTS (HOW TO DO IT) **Anything that may:** **- Cause the work to be scrapped.** **- Injure the worker.** **- Make it easier to do.**

APPENDIX 5

EXAMPLE 'JOB-BREAKDOWN'

JOB BREAKDOWN SHEET

BREAKDOWN FOR: TRAINING NEW WORKER NO: JB4

DEPARTMENT: PLASTIC MOLDING (47) DATE: 2 SEP 81

JOB: PRESS MOLD OPERATOR OPERATION: HANDPIECE PRESSING

IMPORTANT STEPS (WHAT TO DO) A logical segment of the operation, where something happens to advance the work.	KEY POINTS (HOW TO DO IT) Anything that may: - Cause the work to be scrapped. - Injure the worker. - Make it easier to do.
1. Clean mold in preparation for inserts.	Knack – Mold wide open. – Use brush and compressed air together. Safety – Mold and Platen may be hot wear gloves. – Report cracks or rust.
2. Lubricate mold with aerosol spray provided.	Knack. – Spray from about 30 cm above the mold. Safety – Keep away from bare skin and eyes. Hint – Use only enough to make
6. Remove handpiece from the mold and inspect the surface.	Safety – Mold and Platen are hot. Hint – Sticking indicates insufficient lubricant on mold not cleaned properly.
7. Place satisfactory handpiece on the support rack and repeat operation from 1.	Hint – Hand pieces are still warm and subject to warping, ensure they are located in support racks correctly.

APPENDIX 6

EXERCISE "HANG-UP"

-A JOB-BREAKDOWN EXERCISE-

PART 1

INTRODUCTION

AIM

This exercise is designed to privide an opportunity for job-instructor trainees to practice the step-by-step process of making a job-breakdown, which will be used to make a statement of the training aim and consequences of non-training, and a training task breakdown.

METHOD

The tutor will assume the role of an expert tradesperson who has been tasked to hang a small framed picture on a wall, two metres from the floor and centrally between two windows.

MATERIALS

The Tutor will require:

1. Hammer
2. Screw eyes (2)
3. Awl or sharp object
4. Pliers
5. Rag
6. Step ladder
7. Hanging wire
8. Picture hook
9. Small framed picture
10. Tape measure and pencil

The Trainee requires:

1. Blank Job-Breakdown sheets
2. Paper and pencils.
3. Suggested solution at the end.

PROCEDURE

The tutor is to conduct the exercise as suggested in the Tutor Guide as follows:

1. Brief the class on the exercise objectives.
2. Demonstrate the correct performance of the task.
3. Trainees prepare Job Breakdowns and Training Task Breakdowns for the task.
4. Results compared and a suggested answer provided.

EXERCISE SCRIPT: Talk through (TELL & SHOW) APPENDIX 6 (2)

1. PREPARATION OF PICTURE FOR HANGING

1.1 Check materials are available and serviceable and hands are clean.

1.2 Inspect picture frame for damaged:
- a. Glass
- b. Joints
- c. Backing

1.3 Making the guide holes for the screw eyes:
- a. Measure height of picture.
- b. Mark hole positions (1/3 distance from top, centre of left and right frame verticals).
- c. Indent holes with awl.

1.4 Screw in screw eyes:
- a. Start with fingers.
- b. Finish with pliers down to the neck only.
- c. Leave eyes vertically orientated.

1.5 Measure hanging wire and affix it:
- a. Attach one end with knot and whipping.
- b. Measure wire to allow hanging without wall hook being obvious.
- c. Cut wire allowing for whipping.
- d. Attach other end.

1.6 Clean picture free of finger prints (Glass and frame).

1.7 Place on Rag face down prior to stage 2.

2. HANGING THE PICTURE

2.1 Check materials are available and serviceable and hands are clean.

2.2 Erect steps for use:
- a. Check for serviceability.
- b. Lock spreader into position
- c. Place firmly into position.
- d. Do not mark the wall

2.3 Measure and mark the position of the wall hanger:
- a. Height above ground.
- b. Central point.
- c. Mark with pencil.
- d. Re-check.
- e. Use safe ladder procedures as per 2.4c.

2.4 Hammer into the wall the picture hook:
- a. Nail and hook started at correct angle.
- b. Finish off without compressing the hook or marking the wall.
- c. Using safe step ladder procedures, i.e., (1) not using the top two positions.
  - (2) Not overleaning.
  - (3) keeping one hand free when climbing.

2.5 Place picture over wall hook:
- a. Check for central and level position.
- b. Final wipe-off of finger prints.

2.6 Clear up after completion:
  - a. Fold steps.
  - b. Tools away.
  - c. Scraps to dust bin.

REPEATS

1. The tutor should repeat both parts, or steps, or stages if required. Ensure all repeats are exactly as per the script.

2. Depending on the number of syndicates involved it is a good idea to give the syndicates either part 1 or part 2. This is about the right amount of work and it adds another dimension to the exercise.

PART 2

AIMS

1. Syndicates should produce a statement of the aim of a particular session of training associated with Exercise 'Hang-Up'.
2. Syndicates should produce a statement of the consequence of non-training associated with a particular step or stage of exercise 'Hang-Up'.

METHOD

The tutor should allocate each syndicate a training task from the Job Breakdown. The following are suggested from page 174 :

1. 1.4 Screw in screw eyes.
2. 1.5 Measure Hanging wire and affix it.
3. 2.3 Measure and mark the position of the wall hanger:
4. 2.4 Hammer into the wall the picture hook.

MATERIALS

1. Blank statement of training aim and consequences of non-training sheet.
2. Suggested solution at the end.

PART 3

AIM

This part is designed to provide an opportunity for job-instructor trainees to produce a Training Task-Breakdown. It will bring together development principles covered thus far in the course.

METHOD

Syndicates are to take their previously produced training aim and proceed to complete the Training Task-Breakdown sheet for a particular step of the Job-Breakdown. The following steps should be used:

1. 1.4 Screw in screw eyes.
2. 1.5 Measure Hanging wire and affix it.
3. 2.3 Measure and mark the position of the wall hanger.
4. 2.4 Hammer into the wall the picture hook.

Care should be taken to ensure the learning objective satisfies the principles discussed in the classroom session.

MATERIALS

1. Blank Training Task-Breakdown sheet.
2. Objective drafting sheets.
3. Suggested solution at the end of this part.

PROCEDURE

1. Syndicate members discuss the training task:
    a. Compare notes.
    b. Identify stages.
    c. Note instruction points.
    d. Decide on sequence.
    e. Decide on aids.
    f. Decide on method.

2. Write the Objective.

3. Questions and Revision:
    a. Type of questions.
    b. Is revision necessary?

4. Write the performance statements for each stage and the associated points.

5. Produce the summary etc.

APPENDIX 7

TRAINING TASK BREAKDOWN SHEET

JOB BREAKDOWN NO:
DEPARTMENT:
TASK BREAKDOWN NO:
DATE:
JOB:
OPERATION:

TASK:

OBJECTIVE:

TOOLS/AIDS/EQUIPMENT:

BEGINNING

TIME:
PRELIMS:
REVISION:
QUESTIONS:

MIDDLE

STAGE (WHAT IS LEARNED)	INSTRUCTION POINT (HOW IT IS LEARNED)

END

QUESTIONS:
TEST AGAINST OBJECTIVE:
SUMMARY:

APPENDIX 8

EXAMPLE TRAINING 'TASK-BREAKDOWN'

TRAINING TASK BREAKDOWN SHEET

JOB BREAKDOWN NO: JB 4	**DEPARTMENT**: Plastic Molding (47)
TASK BREAKDOWN NO: JB 4(6)	**DATE**: 2 September 81
JOB: Press Mold Operator	**OPERATION**: Handpiece pressing

TASK: Step 6, Removal and Inspection of Molded Handpiece.

OBJECTIVE: Upon completion of this training task, the trainee will demonstrate correct removal and inspection of 4 completed handpieces, using the Type L4 Mould as per Company Operating Procedures at the agreed production rate.

TOOLS/AIDS/EQUIPMENT:
1. Samples of Standard, and Sub-standard handpieces.
2. Operating Procedures
3. Safety equipment
4. Mold tools

BEGINNING

TIME: (If Appropriate)
PRELIMS: Put trainee at ease and make sure the objective is understood.
REVISION: Get trainee to review operation thus far to tie in.
QUESTIONS: Temperature of mold, time for cure, safety procedures in event of _______.

MIDDLE

STAGE (WHAT IS LEARNED)	INSTRUCTION POINT (HOW IT IS LEARNED)
1. Opening press at the end of the curing period.	- Watch for alarm to open. - Position learner to watch closely as press opens - Look for faulty work. - Observe moulded piece breaking free.
2. Releasing sticking piece using the correct tool.	- Demonstrate releasing method using Brass scraper, emphasise safety. - Discuss sticking and revise the 5 reasons why sticking occurs (covered in Step 2)
8. Inspect hand pieces for faults and surface damage.	- Compare samples and product. - Explanation of various faults. - Holding pieces correctly. - Discuss the importance of quality control.

END

QUESTIONS: To/From learner (note questions from learner as clue to understanding)
TEST AGAINST OBJECTIVE: O.K. now learner does 4 on own.
SUMMARY: Praise success, advice of remedy in case of failure, programme next step of training.

JOB BREAKDOWN SHEET

BREAKDOWN FOR: NO:

DEPARTMENT: **DATE:**

JOB: **OPERATION:**

IMPORTANT STEPS (WHAT TO DO) A logical segment of the operation, where something happens to advance the work.	KEY POINTS (HOW TO DO IT) Anything that may: - Cause the work to be scrapped. - Injure the worker. - Make it easier to do.

JOB BREAKDOWN SHEET

IMPORTANT STEPS	KEY POINTS

TRAINING TASK BREAKDOWN SHEET

JOB BREAKDOWN NO:
DEPARTMENT:
TASK BREAKDOWN NO:
DATE:
JOB:
OPERATION:

TASK:

OBJECTIVE:

TOOLS/AIDS/EQUIPMENT:

BEGINNING

TIME:
PRELIMS:
REVISION:
QUESTIONS:

MIDDLE

STAGE (WHAT IS LEARNED)	INSTRUCTION POINT (HOW IT IS LEARNED)

TRAINING TASK BREAKDOWN SHEET

MIDDLE

STAGE (WHAT IS LEARNED)	INSTRUCTION POINT (HOW IT IS LEARNED)

END

QUESTIONS:

TEST AGAINST OBJECTIVE:

SUMMARY:

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING ← we are here

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

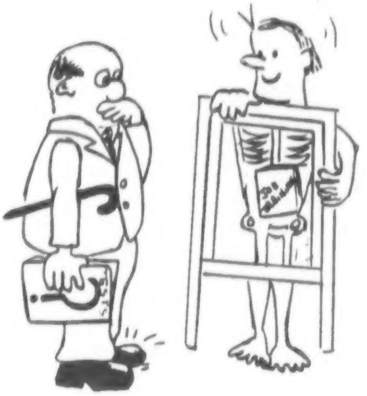
HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 9

CONFIRMING THE LEARNING



- 1 Overview
- 2 Exercise writing criterion measures
- 3 Fault recognition and analysis

CONFIRMING THE LEARNING

SYNOPSIS

In earlier sessions of the course students learned of the importance of stating the aims of the training and setting learning objectives that stated exactly what had to be achieved at the end of the learning period. This session will show the students how to:

1. Relate the aim, learning objective and criterion measures through a testing process suitable for job-instruction.
2. Correctly produce both direct and indirect criterion measurement statements to test the learning.
3. Select the most appropriate test to measure learning.

The training potential of Fault Recognition and Fault Analysis is frequently ignored by job-instructors. The final section of this session will introduce students to a systematic method of using fault recognition and analysis in job-training.

OBJECTIVES OF SESSION 9

Upon completion of this session the students will:

1. Be able to relate their training aims, learning objectives and criterion measures.
2. Write a well-prepared criterion measure to test the learning of an objection as follows:
   (1) As a direct measure
   (2) As an indirect measure.
3. Apply criterion measurement to test student learning in practical exercises 'Plugs and Sockets' and "Induction Training".
4. Correctly complete a fault recognition and analysis in a practical exercise setting.

MEASURES

1. Each syndicate member will write both direct and indirect measures for their parts of exercise 'Plugs and Sockets' and 'Induction Training'.
2. Each class member will conduct a fault recognition and analysis on a trainee's completed task from exercise "Plugs and Sockets".

MATERIALS

1. OHP transparencies as indicated, (Enclosure 35)
2. OHP transparency blanks and felt pens.
3. Example Statements of Direct and Indirect Criterion Measures.
4. Examples of test items.
5. Exercise "Writing Criterion Measures", (Appendix 3).
6. Examples of Fault Recognition and Analysis Sheets.
7. Fault Recognition & Analysis Guide Sheet and Blank

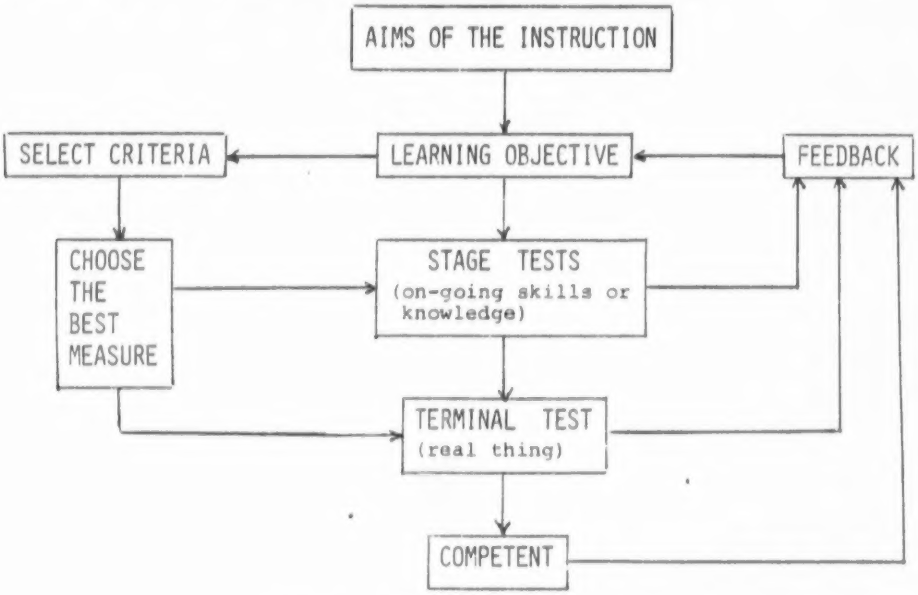
1 CONFIRMING THE LEARNING: OVERVIEW

SUBJECT EXPLANATION

1. INTRODUCTION TO THE SUBJECT BY TUTOR STRESSING THE NEED FOR THIS TOPIC.
2. TUTOR BUILDS UP THE DIAGRAM TESTING PROCESS FOR JOB-INSTRUCTION WITH CLASS PARTICIPATION. STRESSING THE CRITERIA RELATING TO THE OBJECTIVE.

INTRODUCTION

In earlier parts of this handbook we discussed the importance in stating the aims of our training, and of setting objectives that stated just exactly what we wanted the trainee to do at the end of the learning period. Now that we have seen the steps in setting up the training, and carrying it out, we must ensure that the trainee really learned. This can be done by Testing the learning.



TESTING PROCESS FOR JOB INSTRUCTION

TESTING 'THE PRODUCT'

Testing involves the *criterion measurement* of whether learning has been accomplished. The aim of testing in the job-training setting is to:

1. Confirm the set standard has been reached.
2. Measure the level of performance in relation to the set standard.
3. Assist in deciding on what extra training is required
4. Predict the future development of the trainee.

In addition a test will, if it is well designed, help a trainee to:

1. Confirm that the learning objective has been achieved.
2. Feel a sense of satisfaction through achievement.
3. Identify strengths and weaknesses.

SUBJECT EXPLANATION

1. TUTOR INTRODUCES THE FOUR PRINCIPLES OF CRITERION MEASUREMENT AND CLEARLY DEFINES THE TERM 'CRITERION'.

PRINCIPLES OF CRITERION MEASUREMENT

These principles are not hard and fast rules. Nevertheless, they should be observed when measuring the learner's performance:

1. If at all possible, directly measure the outcomes specified by the learning objective.
2. If direct measurement is *not* possible, the measure must simulate the real performance.
3. Include *all* the elements described in the learning objective.
4. *Never* include elements not called for by the learning objective.

SUBJECT EXPLANATION

DIRECT MEASUREMENT OF LEARNING. WHAT DOES THE TERM MEAN?

DIRECT MEASUREMENT OF PERFORMANCE

Since excellent on-the-job performance is the underlying goal of our training, all testing should parallel as closely as possible to the *real thing*. If a trainee was trained to take a patient's temperature using a thermometer, the most appropriate way to check if the skill had been learned would be to provide the instrument and a patient, and see. This is what is meant by direct and criterion measurement.[1]

In vocationally related training such testing should be relatively easy to develop. Rather than give a 'pencil and paper' test to *ask* a question *about* a skill, it's far more desirable to measure directly what the trainee does. However, even in the on-the-job training setting, it may be netessary to test knowledge facts with a written or oral response.

EXAMPLE 1.

LEARNING OBJECTIVE:

Upon completion of this step of instruction, the trainee will use a multimeter Type AVO8 to measure, without assistance or reference, the voltages of 3 dry cell batteries, in two minutes and record these voltages with no more than 5% error.

CRITERION & DIRECT MEASURE:

An AVO 8 multimeter, 3 dry cells and a recording card are provided. Determine the voltages of cells A. B. & C. and record them on the appropriate blank on the card. Measure carefully using the correct scale to keep the error to 5% or less. You have 2 minutes.

CRITERION OR DIRECT MEASURES OF PERFORMANCE MUST NOT INCLUDE ELEMENTS WHICH ARE NOT PART OF THE INSTRUCTIONAL OBJECTIVE.

CLASS TASK

1. MEMBERS ARE TO VIEW OHP EXAMPLES OF CRITERION AND DIRECT MEASURES.

EXAMPLE 1 & EXAMPLE 2

EXAMPLE

2. TUTOR AND CLASS DISCUSS THESE EXAMPLES NOTING THE WORDING.

3. CLASS MEMBERS LOOK AT TRAINING TASK BREAKDOWN EXAMPLE (FOR TASK STEP 6) ISSUED EARLIER. FROM THE LEARNING OBJECTIVE EACH WRITE A DIRECT CRITERION MEASURE. KEEP THIS FOR LATER ON.

4. CLASS MEMBER RECEIVE EXAMPLES OF CRITERION & DIRECT MEASURES, (APPENDIX 1).

SUBJECT EXPLANATION

INDIRECT MEASUREMENT OF LEARNING. WHAT DOES THE TERM MEAN?

If direct measurement is not possible, the measure used to test that learning has been satisfied, must simulate the real thing as near as possible. To do this you must carefully look at the elements of the learning objective and simulate, cost effectively, the real setting.

It should not have escaped your notice, through reading the learning objectives and criterion measures, how the aim becomes the learning objective (using the four principles stated on page 151) and then *performance* stated in the objective is directly measured in the "real world". This is why any effort expended on producing the INSTRUCTIONAL AIM and LEARNING OBJECTIVE is well worth it. It is particularly helpful when an indirect measure is required.

EXAMPLE 1.

LEARNING OBJECTIVE:

Upon completion of this stage of instruction the trainee is to recall the eight element of the direct current electrical system of a standard 6 cylinder motor car. Starting with the battery and ending with the spark plugs.

CRITERION OR INDIRECT MEASURE:

List in order, the 8 element of the direct current electrical system of a standard 6 cylinder car. The first and last element have been given to you, credit will only be given for the remaining 6 elements.

1. Battery
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. 6 Spark Plugs

METHOD OF ELICITING AND PRODUCING RESPONSE MUST BE DESIGNED TO REDUCE SUBJECTIVE JUDGEMENT ON THE PART OF THE LEARNER AND EXAMINER.

LEARNING OBJECTIVES:

Example 2 shown on page 151 . (Assume this was learned by a group of trainees away from the retail setting).

CRITERION OR INDIRECT MEASURE:

Assume you are working in a petrol station and have just finished pumping $11.23 worth of 'premium' and added ½ litre of oil that cost $3.10 per litre. The customer hands you the following bills:

(1) $20.00 bill, or

(2) $10.00 bill and $5.00 bill.

Write the number in front of the different pieces of money you would return:

TEST (1)		TEST (2)	
... $10	... $0.50	... $10	... $0.50
... $5	... $0.20	... $5	... $0.20
... $2	... $0.10	... $2	... $0.10
... $1	... $0.05	... $1	... $0.05
	... $0.01		... $0.01

CLASS TASK

CLASS MEMBERS ARE TO PROCEED AS FOR DIRECT MEASUREMENT, (APPENDIX 2).

2 WRITING CRITERION MEASURES: EXERCISE

CLASS TASK

TUTOR ISSUES EXERCISE "WRITING CRITERION MEASURES", (APPENDIX 3). CLASS MEMBERS COMPLETE PART ONE INDIVIDUALLY.

GROUP TASK

1. SYNDICATE FORM AND ELECT GROUP LEADER.
2. MEMBERS COMPARE THEIR RESULTS AND DISCUSS THEIR DIFFERENCES. THEY MUST PRODUCE A CONCENSUS RESULT.

WRITE REWRITE

1. GROUP LEADERS BRING CONCENSUS RESULT TO THE TUTOR FOR RECORDING.
2. TUTOR TO USE A LARGE VERSION OF EXERCISE TABLE, E.G.:

EXAMPLE

REAL WORLD		
SYN 1	SYN 2	SYN 3
Y	Y	N

NOTE: Prepare the table during the exercise.

3. TUTOR PUTS UP CORRECT RESULT IN A DIFFERENT COLOUR.

CLASS TASK

1. DISCUSSION SHOULD FOLLOW WHERE DIFFERENCES ARE AIRED. ALL STUDENTS MUST BE SURE THEY HAVE CORRECTED ANY ERRORS.
2. AS A FINAL EXERCISE STUDENTS SHOULD EXAMINE THEIR EARLIER PRODUCTIONS OF "CRITERION MEASURES", AND ASSESS THESE AGAINST THE TABLE FROM EXERCISE "WRITING CRITERION MEASURES".
3. HOW MANY OF THESE ARE SATISFACTORY?
4. TUTOR TO ISSUE SUGGESTED SOLUTION, (APPENDIX 4.)

SUBJECT EXPLANATION

TUTOR TO CONCLUDE THIS SECTION WITH A BRIEF THEORY LESSON ON:

(1) PRACTICAL HINTS.
(2) WHEN TO TEST.
(3) SELF ASSESSMENT INTRODUCING THE SELF ASSESSMENT SHEET, (APPENDIX 5).
(4) THE FINAL POINT "ENJOYMENT IS NO MEASURE OF TRAINING EFFECTIVENESS".

There are many types of tests varying from simple ones used during instruction to more comprehensive tests required at various stages of a lengthy period of training. The mechanics of designing indirect measures, such as written answer tests, is beyond the scope of this handbook. Furthermore, it is probably unnecessary for the on-the-job instructors to concern themselves unduly with this subject. If further information is required on this subject, it could be obtained through respective Industry Training Board Training Officers, or by obtaining a copy of the following reference[1], which is an excellent practical guide on Testing and Examining in the vocational setting.

REMEMBER THE CLUE TO MEASURING PERFORMANCE LIES IN THE LEARNING OBJECTIVE.

PRACTICAL-DIRECT: TO TEST SKILLS AND TECHNIQUES

ORAL)
OBJECTIVE WRITTEN) TO TEST KNOWLEDGE FACTS

WHEN TO TEST

No hard and fast rules exist on this aspect of testing, it is a matter of logical balance. Tests may be simple ones within the instructing session or a major one at the end of the job training. In either case, their complexity apart, testing should be carried out as follows:

1. At the beginning of training - to find out what is known. The trainee may already be able to meet the task/step learning objective; to waste time and effort in

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[1] *Allan Jones, and Peter Whittaker: "Testing Industrial Skills", Gower Press, 1975. (ISBN 0-7161-0278-1)*

further training may be unnecessary.

2. After each stage of instruction - to confirm the stage has been mastered before moving on to the next.
3. At the end - to see if the aim of the instruction has been achieved.
4. Subsequent test - to see that the standard is being maintained.

TEST

AT THE START	-	as a foundation
BY STAGES	-	to determine progress
AT THE END	-	to confirm
LATER	-	to see if it is maintained

SELF ASSESSMENT

Earlier on we saw that self-preparation was as important as preparing the learner. Likewise, self assessment serves a useful purpose. It is not intended for "cleansing the soul", but to constructively evaluate the instruction given. This is simply achieved through the use of a 'memory aid', which should be completed at the end of the instruction. (Appendix 5).

A FINAL POINT ON CONFIRMATION

Confirmation of the effectiveness of training, particularly that done away from the job-setting, often goes along these lines:

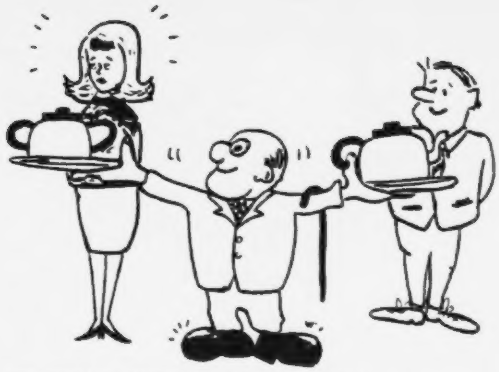
BOSS: "How did the three day course go, Sally?"
SALLY: "Oh, it was terrific we all enjoyed it - great fun."
BOSS: "Excellent, I am glad it was a success..."

Enjoyment must not be confused with effectiveness, unless enjoyment was the learning objective of the course! Nevertheless, there is evidence to suggest that an enjoyable course of instruction is more likely to have positive effects than one that fails on this score.

SUBJECT EXPLANATION

SUMMARY OF CONFIRMING THE LEARNING.

TAKE A BREAK



3 FAULT RECOGNITION AND ANALYSIS

SUBJECT EXPLANATION

TUTOR TO INTRODUCE THE TOPIC IN GENERAL TERMS ONLY.

1. NEED FOR THE TOPIC.
2. WORK THROUGH THE DEFINITION DISCUSSING KEYWORDS.

INTRODUCTION

Good quality is an abstract thing, what it means to the trainee has to be expressed in recognisable, acceptable and understandable terms. Though standards are set in industry, commerce and distribution in an endeavour to maintain good quality, one of the most difficult tasks in training is achieving recognition of the right quality standards. There are many instances when functional requirements are attained but the *quality* standards could be improved, e.g. the finish of a work piece, the packing of a parcel, trimming left ragged, hammer marks, and so on. Examples could be found in almost every aspect of industry and commerce.

DEFINITION

FAULT RECOGNITION AND ANALYSIS IS A MEANS OF IDENTIFYING THE FAULTS WHICH OCCUR IN AN OPERATION, DETERMINING THEIR CAUSE AND EFFECT, REMEDY AND PREVENTION IN THE FUTURE.

FAULT RECOGNITION AND ANALYSIS PLAN

The process involves answering the following planned sequence of questions:

1.	Name	Identify the fault by name.
2.	Appearance	How is the fault recognised?
3.	Cause	What are the causes of the fault in the order of most probable occurence?
4.	Effect	What is the effect of the fault on the component, following operation(s), and/or end product?

5.	Responsibility	Who is responsible for the fault having occurred?
6.	Action	What action should be taken on detecting the fault?
7.	Prevention	How can similar faults be prevented?

THE PURPOSE OF USING FAULT RECOGNITION TECHNIQUES

Experience is claimed by many to be the only teacher, but by following the simple pattern of fault recognition the instructor can use standards that can be recognised, measured, and assessed through the use of the senses. The conclusions reached enable the trainee to initiate the required follow-up action, either in self-correction or by communicating to the instructor.

USING RECOGNITION OF THE FAULT IN TRAINING

By using a questioning technique set around recognition (appearance of the fault) the instructor can develop perceptual skills in the trainees. In as much, what is seen, heard, or felt can be used to make a decision that will set personal standards for future recognition of the fault. Often more than one sense is involved in fault recognition and guided practice will enable the learner to reach more quickly a 'feel' for the correct standard.

USING ANALYSIS OF THE FAULT

Applying a similar technique with questions focussed on analysis (cause of the fault) the instructor can direct the trainee to find the root cause. A number of causes could possibly be responsible for the fault, the questioning technique will enable the trainee to chose the correct one, and suggest the remedial action required.

Time spent considering the question of effect the cause will have on subsequent steps in the operation, will exercise the trainee's powers of reasoning. Furthermore, it will show clearly why the fault must be corrected.

FAULT 'MUSEUMS'

This is a very useful way of developing the trainee's sense of fault recognition. Forms of visual aids that could be considered are wall charts, pictorial representation on film strip; a number of faulty work pieces, ranging from the totally unacceptable, then graduated to those of an acceptable standard. These aids used in an exercise help the trainee to recognise a standard to aim for. If each time a new fault occurs a sample of the fault were to be put in the museum, the instructor would acquire a valuable store of visual aids in quality recognition.

Examples of Fault Recognition and Analysis records are shown as appendices to this part of the handbook. Appendix 6 shows a general form of record sheet. Appendices 7, 8 and 9 show a method of Fault/Cause and Fault/Responsibility recording.

FAULTS WILL OCCUR DURING TRAINING AND OPERATING.

FAULT RECOGNITION AND ANALYSIS ENSURES WE LEARN FROM OUR ERRORS.

SUBJECT EXPLANATION

TUTOR FOLLOWS ON TO PRESENT THE FAULT RECOGNITION AND ANALYSIS PLAN.

1. DEVELOP A PLAN ON THE BOARD.

EXAMPLE

2. ISSUE EACH MEMBER WITH A BLANK AND RECORD SHEET, AND EXAMPLES, (APPENDICES 6 - 9).

CLASS TASK

EXAMINE AND DISCUSS IN AN OPEN FORUM THE MATERIAL ISSUED.

SUBJECT EXPLANATION

TUTOR STATES THE SPECIFIC SIGNIFICANCE OF THE FOLLOWING TO THE JOB INSTRUCTOR:

(1) RECOGNITION.
(2) ANALYSIS
(3) A FAULT MUSEUM.
(4) USE AS A SUMMARY.

TAKE A BREAK

EXAMPLES: CRITERION AND DIRECT MEASURES

EXAMPLE 1.

LEARNING OBJECTIVE:

EXAMPLE 2 shown on page 151

CRITERION & DIRECT TEST:

Goods to the following value have just been sold across the counter - Item: A $11.23
B $1.55

The till contains: $20, 10, 5, 2, and 1 dollar bills,
and $0.50, 0.20, 0.10, 0.05 and 0.01 coins.

Give the correct and balanced change to a customer handing over:
(1) A $20 bill
(2) A $10 and $5 bill.

EXAMPLE 2.

LEARNING OBJECTIVE:

Upon completion of this step of instruction, the trainee will use a multimeter Type AVO8 to measure, without assistance or reference, the voltages of 3 'D' cell batteries, in two minutes and record these voltages with no more than 5% error.

CRITERION & DIRECT MEASURE:

An AVO 8 multimeter, 3 'D' cells and a recording card are provided. Determine the voltages of cells A. B. & C. and record them on the appropriate blank on the card. Measure carefully using the correct scale to keep the error to 5% or less. You have 2 minutes.

EXAMPLES: CRITERION AND INDIRECT MEASURES

1. Goods to the following value have just been sold across the counter: \$11.23 and \$1.55. State the amount of change you would pass to the customer who hands you: (1) \$20.00 note, (2) \$10.00 and \$5.00 note. Specify the denomination of the elements of change.

2. List, in order, the steps you take when completing a customer sales slip and explain why it is important to carry out this process accurately.

3. List in order from front to rear the stress points of multi-flex supporting beam. The stress points must be named correctly with no spelling errors.

EXERCISE: "WRITING CRITERION MEASURES"

PRINCIPLES OF CRITERION MEASURE DEVELOPMENT

PART 1

When developing criterion measures for your learning task, you should apply four principles related to this skill.

Principles of Development of Criterion Measures

1. If at all possible, directly measure the outcome specified by the learning objective.
2. If direct measurement is not possible, the measures must simulate the real performance.
3. Include all the elements described in the learning objective.
4. Never include elements which are not called for by the learning objective.

IDENTIFICATION OF WELL-WRITTEN CRITERION MEASURES

Using the four principles just discussed, it is possible to check the appropriateness of criterion measures. This process parallels that done in checking learning objectives, it will be completed using the following table.

	PRINCIPLE			
CRITERION MEASURE NUMBER	1 DIRECT MEASURE	2 INDIRECT MEASURE	3 ALL ELEMENTS OF OBJECTIVE	4 EXTRA ELEMENTS
1	YES/NO	YES/NO	YES/NO	YES/NO
2	YES/NO	YES/NO	YES/NO	YES/NO
3	YES/NO	YES/NO	YES/NO	YES/NO
4	YES/NO	YES/NO	YES/NO	YES/NO
5	YES/NO	YES/NO	YES/NO	YES/NO
6	YES/NO	YES/NO	YES/NO	YES/NO

FOR THIS EXERCISE THE SET OF OBJECTIVES BELOW - HAVING BEEN REWRITTEN TO CONFORM TO THE FOUR PRINCIPLES OF OBJECTIVES DEVELOPMENT - WILL BE USED AGAIN AS THE BASIS FOR DEVELOPMENT OF THE CRITERION MEASURES. COMPLETE THE CHECKING TABLE FOR THE FOUR PRINCIPLES OF CRITERION MEASURE DEVELOPMENT FOR EACH OF THESE OBJECTIVES.

Instructional Objectives, ABC Keypunch

Upon completion of this instructional sequence, the learner will be able to:

1. When provided with an ABC Keypunch Machine, turn on and off the machine using the main power switch.
2. Locate the console control switches and set them according to the specifications for the training tasks with no errors.
3. Load and unload IBM punch data cards into and out of the main feed hopper, leaving no cards in the machine and removing no cards with force.
4. Using the controls located on the console, transport cards from one location to another in the Keypunch machine, with no cards remaining in any incorrect location.
5. Punch, with no errors, alphabetic and numeric data onto punchcards as specified by training task 4.
6. Check the completed training task 4 for the presence of errors, using the model answer templates included in training task 4. If errors are found, punch new data cards and replace the cards with errors in the completed deck of cards.

CRITERION MEASURES, ABC KEYPUNCH

1. Go to the keypunch room, check in with the monitor, find an unused machine and demonstrate that you can turn the ABC keypunch on and off using the main power switch. If cards are found in the machine, you are to remove them before demonstrating the use of the main power switch.
2. You will be provided with a diagram of the console of the ABC keypunch. Identify the names of all the control switches located above the keyboard. Note: please be careful with your spelling, since credit will be lost for misspelled words.
3. List the six steps required to load a deck of cards into the ABC keypunch.
4. When you are told, proceed to the keypunch room, pick up a deck of cards, load it into the machine, and using the controls located on the console, transport five cards through the machine. Then remove the remaining cards and clear the machine.
5. Using the machines located in the keypunch room, punch training task 4. When you have completed the task clear the machine.
6. Take the cards you have punched for training task 4, lay them over the appropriate template and check for errors. If errors are found, repunch the card containing the error.

TUTORS' MODEL ANSWER

CRITERION MEASURE NUMBER	PRINCIPLE			
	1 DIRECT MEASURE	2 INDIRECT MEASURE	3 ALL ELEMENTS OF OBJECTIVE	4 EXTRA ELEMENTS
1	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO
2	~~YES~~/NO	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO
3	~~YES~~/NO	YES/~~NO~~	~~YES~~/NO	YES/~~NO~~
4	~~YES~~/NO	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~
5	YES/~~NO~~	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO
6	YES/~~NO~~	YES/~~NO~~	~~YES~~/NO	YES/~~NO~~

Each of the criterion measure numbers is listed below together with the principle number which was not followed in the development of the measure.

CRITERION MEASURE	PRINCIPLES NOT FOLLOWED
1	4
2	1,4
3	1,3
4	1
5	4
6	3

PART 2

TUTORS' MODEL ANSWER

NOW THAT YOU HAVE DETERMINED POTENTIAL WEAKNESSES IN THE CRITERION ITEMS OF PART 2. REWRITE THEM SO AS TO MAKE THEM ADHERE TO THE DEVELOPMENTAL PRINCIPLES

NOTE: Concerning any test situation being in the real world, you will have to decide how important it is and relate it to each accomplishment. If it appears that sufficient measurement may be accomplished in a simulation setting, leave it at that.

CRITERION MEASURE 1: Go to the keypunch room, check in with the monitor, who will allocate you an ABC keypunch. Demonstrate you can turn the machine on and off using the main power switch.

CRITERION MEASURE 2: You will be provided with an ABC Keypunch. Identify the names of all the control switches and set them according to the specifications.

CRITERION MEASURE 3: List the six steps you required to Load and unload the data cards in and out of the main hopper.

CRITERION MEASURE 4: O.K.

CRITERION MEASURE 5: (delete all reference to clearing the machine.)

CRITERION MEASURE 6: Take the cards you have punched for training task 4, lay them over the model answer template and check for errors. All cards with errors are to be discarded and new cards punched. The new cards are to be replaced in the desk.

APPENDIX 3 (5)

PART 2

STUDENT ANSWER SHEET

NOW THAT YOU HAVE DETERMINED POTENTIAL WEAKNESSES IN THE CRITERION ITEMS OF PART 1 REWRITE THEM SO AS TO MAKE THEM ADHERE TO THE DEVELOPMENTAL PRINCIPLES.

Note: Concerning any test situation being in the real world, you will have to decide how important it is and relate it to each accomplishment. If it appears that sufficient measurement may be accomplished in a simulation setting, leave it at that.

CRITERION MEASURE 1: ....
....
....

CRITERION MEASURE 2: ....
....
....

CRITERION MEASURE 3: ....
....
....

CRITERION MEASURE 4: ....
....
....

CRITERION MEASURE 5: ....
....
....

CRITERION MEASURE 6: ....
....
....

CRITERION MEASURES DRAFTING SHEET

1.: ....

....

....

....

2.: ....

....

....

....

3.: ....

....

....

....

4.: ....

....

....

....

5.: ....

....

....

....

6.: ....

....

....

....

APPENDIX 4

SUGGESTED SOLUTION FOR MEASURING LEARNING IN TRAINING TASK-BREAKDOWN JB 4(6)

LEARNING OBJECTIVE:
Training Task Breakdown Sheet JB(6), shown on page 178.

CRITERION & DIRECT MEASURE:
The trainee is to be working on the Type L4 press mold and preparing to complete stage 6 of the handpiece molding operation. The trainee is to correctly, safely and in a total of 5 minutes, remove and inspect 4 completed handpieces. Company Operating Procedures must be followed at all times. Machine defects will automatically cancel the test.

CRITERION OR DIRECT MEASURES OF PERFORMANCE MUST NOT INCLUDE ELEMENTS WHICH ARE NOT PART OF THE INSTRUCTIONAL OBJECTIVE. HOWEVER, ENSURE THAT ALL ELEMENTS THAT ARE DESCRIBED ARE INCLUDED.

APPENDIX 5

SUGGESTED MEMORY AID
FOR SELF ASSESSMENT OF INSTRUCTIONAL TECHNIQUES

SELF ASSESSMENT FORM

JOB:

DATE:

PRINCIPLE INVOLVED	SATISFIED		REMARKS
	YES	NO	
1. THE AIM: a. Kept in continuous view. b. The standard required.			
2. PLANNING & PREPARATION: a. Was it sound and thorough. (1) Aids (2) Stages			
3. INTEREST: a. Was the learner stimulated. b. Keeness to continue.			
4. USE CORRECT SENSES: a. Maximum use of doing for skills. b. Maximum use of sight for knowledge facts.			
5. ACTIVITY: a. Sufficient equipment. b. Sufficient practice.			
6. SIMPLICITY: a. Simple and clear. b. Logical sequence.			
7. HUMAN RELATIONS: a. Motivation obvious. b. Enthusiasm & confidence. c. Fair, firm & helpful.			
8. CONFIRMATION: a. Each step understood. b. Skills - by practical. c. Knowledge - by questions. d. Mistakes highlighted.			
9. JOB KNOWLEDGE: a. Did I have sufficient to carry out the Instruction. b. Did I have to use another skilled worker.			
10. SUCCESS: a. Was the instruction successful. b. Why or why-not.			

APPENDIX 6

FAULT LOCATION CHART

DATE OF REVIEW — SEQUENTIAL STEPS IN THE JOB — ACTION PLAN

*	PEOPLE	1	2	3	4	5	6	7	8	9	10	11	

* WHERE ///// = FIVE FAULTS, OR S = ONE SKILL FAULT, AND K = ONE KNOWLEDGE FAULT

APPENDIX 6 (2)

FAULT RECOGNITION AND ANALYSIS PLAN

FAULT

APPEARANCE

CAUSE

EFFECT

RESPONSIBILITY

REMEDY/ACTION

PREVENTION

SUMMARY OF FAULT ANALYSIS - MANUFACTURE PLACE FOR SUPPORT BRACKET						
NAME	APPEARANCE	CAUSE	EFFECT	RESPONSIBILITY	ACTION	PREVENTION
UNDERSIZE HOLE	Diameter of hole too small. 'Go' end of gauge will not enter.	1. Incorrect drill selected. 2. Worn drill.	Component cannot be assembled	Operator	Change drill Re-drill to correct size.	Check size and condition of drill before fitting.
OVERSIZE HOLE	Diameter of hole too big. 'No go' end of gaugh enters hole.	1. Incorrect drill selected. 2. Blunt drill 3. Build up of swarf on drill point. 4. Drill ground off centre. 5. Worn bush plate. 6. Worn drill spindle.	Component scrapped.	1. Operator 2. Operator 3. Operator 4. Cutter Grinder 5. Fitter 6. Fitter	Inform foreman and complete scrap record. 1. Change drill 2. Change drill 3. Change drill 4. Change drill	Check size and condition of drill before fitting. Operator cannot prevent 5,6.
DRILL RUN	Hole not vertical. Detected by inspection Fixture No. 6723/4/F	1. Feed rate of drilling too high. 2. Drill too long for job. 3. Swarf between component and vice. 4. Component not hard down on bottom of vice. 5. Worn bush plate	Component scrapped	1. Operator 2. Operator 3. Operator 4. Operator 5. Fitter	Inform foreman and complete scrap record. 1. Change drill 2. Change drill 3. Change drill 4. Change drill	1. Ensure swarf is not discolouring whilst drilling. 2. Drill not to be longer than 6" 3. Clean fixture before loading. 4. Press down on component whilst clamping. Operator cannot prevent 5.
TAPERED HOLE	Diameter of hole larger at one end than other.	1. Worn drill 2. Blunt drill 3. Worn drill spindle 4. Worn bush plate	Component scrapped.	1. Operator 2. Operator 3. Fitter 4. Fitter	Inform foreman and complete scrap record 1. Change drill 2. Change drill	Check size and condition of drill before fitting. Operator cannot prevent 3,4.

FAULT/CAUSE ANALYSIS CHART

FAULTS

CAUSES

CONCRETE PIPE QUALITY ANALYSIS	FAT SEAMS	CHIPPED SPIGOTS	CHIPPED FAUCETS	ROUGH BORES	ROUGH OUTSIDES	ROUGH FAUCET END WALL	POOR REAMING	WASHED OUT COLLARS	REINFORCEMENT SHOWING	GOUGED INSIDES	BONY ENDS	MOULDS ENDS STICK	STEPPED SPIGOT SEAM	OVER FILLED
MOULDS NOT BOLTED	X													
FAULTY HOISTING		X	X											
POOR BARWORK				X										
NO OIL IN MOULDS				X	X	X						X		
REAMING						X								
WRONG MIX							X							
TILTED WRONGLY IN STEAMER								X						
MOULDING									X					X
FAULTY HOISTING										X				
DIRTY MOULDS											X	X		
INCORRECT ASSEMBLY OF MOULD													X	
BROKEN WORK DOWEL DAMAGED MOULD													X	

FAULT LOCATION ANALYSIS - EACH BREAKAGE RECORDED

(as used by an instructor to pin-point the specific training needs of individuals to enable corrective training to be given.)

KEY:

/ equals one breakage
S equals skill error
K equals knowledge error

POSSIBLE CAUSES

MACHINE OPERATORS **JOB:** EASTWOOD LAPPING MACHINE OPERATOR **FAULT UNDER STUDY:** Breakages before end of production. **DATES:** 2/4/81 - 6/4/81	TWEEZERS - USE OF	FINGER HANDLING	UPPER LAP MOVEMENT	WASHING	DRYING	PLACING IN FREQUENCY HOLDER	DROPPING ON FLOOR	CARRIER SIZE AND SHAPE	DRYNESS OF LAPPERS	GRINDING MIXTURE	INDIVIDUAL TOTAL
JIM	//// SSKS	///// S		//// S	///// S	//// S	//// S		/// KSS		28 - 27S 1K
TOM						//// S	S //				6 - 6S
BILL			///// K	/// K		///// S	S ///		/// KKK		19 - 11K 8S
EDDIE		/// S				///// S	S ///				11 - 11S
JOE						S ///	S ////	K /////			12 - 7K 5S
TEAM TOTALS	3S 1K	8S	5K	4S 3K	5S	21S	16S	5K	5K 1S	0	76 - 57S 19K

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

we are here ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

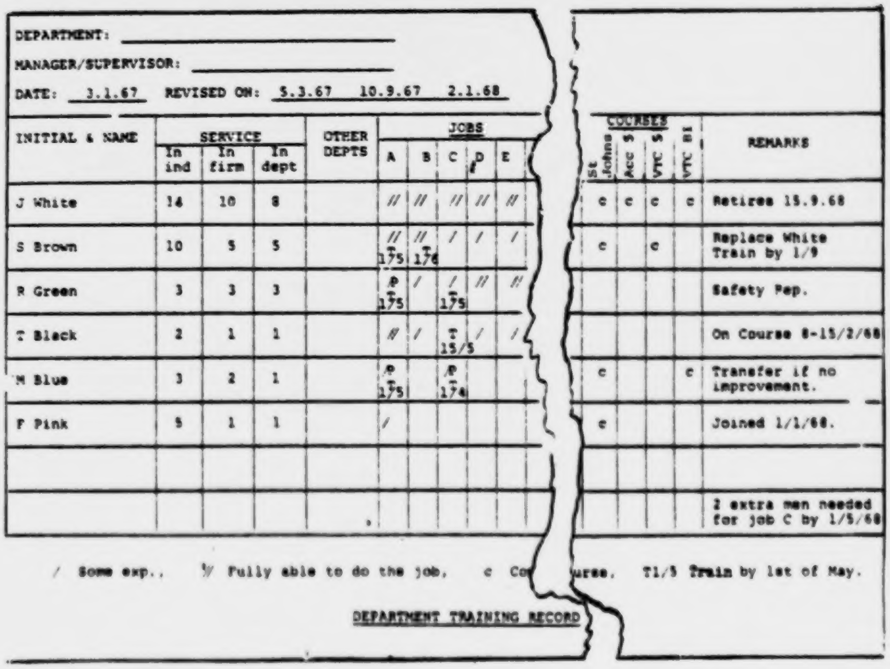
HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 10

ADMINISTRATION ASSOCIATED WITH JOB-INSTRUCTION



DEPARTMENT: ______________

MANAGER/SUPERVISOR: ______________

DATE: 3.1.67 REVISED ON: 5.3.67 10.9.67 2.1.68

INITIAL & NAME	SERVICE			OTHER DEPTS	JOBS					COURSES				REMARKS
	In ind	In firm	In dept		A	B	C	D	E	St Johns	Acc S	VTC S	VTC BI	
J White	14	10	8		//	//	//	//	//	c	c	c	c	Retires 15.9.68
S Brown	10	5	5		// T1/5	// T1/6	/	/	/	c		c		Replace White Train by 1/9
R Green	3	3	3		P T1/5	/	/ T1/5	//	//					Safety Rep.
T Black	2	1	1		//	/	T 15/5	/	/					On Course 8-15/2/68
M Blue	3	2	1		P T1/5		P T1/4			c			c	Transfer if no improvement.
F Pink	5	1	1		/					c				Joined 1/1/68.
														2 extra men needed for job C by 1/5/68

/ Some exp., // Fully able to do the job, c Co urse. T1/5 Train by 1st of May.

DEPARTMENT TRAINING RECORD

1 Introduction
2 Records and Reports
3 Summary

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

SYNOPSIS

This final knowledge session looks at the problem of establishing simple, but nevertheless, effective training records and reports. The emphasis is on providing the students with basic elements necessary to carry out their administrative responsibilities in the job-training area; these include the following:

1. Storage of Job Descriptions, Training Aims, Job-Breakdowns, Training Task-Breakdowns, Confirmation material.
2. Timetables and Plans for groups and individuals.
3. Training records for individuals and groups.

OBJECTIVES OF SESSION 10

Upon completion of this session the students will:

1. Be able to:
   (1) Prepare a SIMPLE BLOCK TIMETABLE.
   (2) Prepare a GROUP TIMETABLE OR PLAN.
   (3) Lay out a RECORD BOOK.
2. Recall the purpose of keeping basic training records, and cite the golden rule for record keeping.

MEASURES

This session's learning objectives do not allow meaningful measurement of the learning. However, this area can be covered by post-course follow up action.

MATERIALS

1. OHP transparencies as required, (Enclosure 36)
2. Examples of:
   (1) Blank timetables.
   (2) Completed timetables.
   (3) Ring Storage Binder (Record Book).
   (4) Training Records.
3. Apprentice and Operator Record Books.

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

1 INTRODUCTION

SUBJECT EXPLANATION

INTRODUCTION TO TOPIC

WHY DO WE NEED TO BOTHER WITH RECORDS AS A JOB INSTRUCTOR?

3 ADMINISTRATION ASSOCIATED WITH JOB INSTRUCTION

INTRODUCTION

In most organizations the responsibility for on-the-job training, will be assigned to the instructor by a manager or training supervisor. It is therefore assumed that most instructors are responsible for:

- Giving the instruction.
- Confirming the training effectiveness.
- Keeping the basic *records* and making *reports* in their area of responsibility.

The first two areas have been dealt with in earlier parts of the handbook, this section will cover points of interest in the third.

THE PURPOSE OF KEEPING BASIC TRAINING RECORDS

The purpose of keeping a basic training record is to:

1. Create and maintain dependable information on the planning and preparation for training.
2. Monitor the progress of individual trainees.
3. Produce a final report on individual trainees, to provide accurate and just decisions as to their current abilities and future development.

CLASS TASK

TUTOR AND CLASS DEVELOP A LIST OF REASONS AND POSSIBLE SOLUTIONS.

2 RECORDS & REPORTS

SUBJECT EXPLANATION

EXAMPLE

TRAINING RECORD STORAGE BOOK
(RING BINDER)

1. DISCUSS ITS MERITS.
2. GIVE THE CORRECT NAME AND DETAILS SO STUDENT CAN ORDER OR PURCHASE THE ITEM.
3. SHOW AN EXAMPLE.

NOTE: *This may seem 'old hat' to some tutors, but remember, some of your students are straight from the work place and may never have had cause to examine a Ring Storage File.*

4. DISCUSS THE SECTION CONTENTS, SECTION 1 THROUGH TO SECTION 4.

INSTRUCTORS TRAINING RECORD BOOK

Many larger organisations have their own methods of keeping personal records and where reports on training are called for the instructor should comply with these. Nevertheless, job-instructors should keep a basic set of records of the training in their area of responsibility. All that is needed to meet this requirement can be stored in Ring Storage Files (Record Book).

The book should include the following information:

SECTION 1
- Job Descriptions
- Statements of the overall training aim and consequences on not achieving it.

Keep together and store in logical sequence e.g. JB1, JB2, etc. —
- Job Breakdowns
- Training Task Breakdowns
- Confirmation Methods

SECTION 2
- Training timetables/plan:
  - Block
  - Group
  - Individual

SECTION 3
- Training Records:
  - Individual
  - Department (format company policy)

SECTION 4
- Miscellaneous
  - Notes
  - Aids
  - Contacts etc.

Examples of these are shown in Appendices 1 to4 , but however, the final format is entirely an individual instructor's choice. The golden Rule is *Whatever form they take, they must be maintained if they are to serve any useful purpose.*

CLASS TASK

TUTOR AND CLASS MEMBERS JOINTLY EXAMINE THE EXAMPLE OF:

(1) TRAINING TIMETABLES, (APPENDIX 1-3)
(2) TRAINING RECORDS, (APPENDIX 3 & 4).
(3) GATHER UP EXAMPLES ISSUED TO ILLUSTRATE DISTRIBUTION OF CONTENT IN A RING FILE.

SUBJECT EXPLANATION

BRIEFLY DISCUSS THE ROLE OF APPRENTICE RECORD-BOOKS AND OPERATOR LOG-BOOKS.

ASSESSING AND REPORTING ON APPRENTICES

A special mention needs to be made of trade apprentices, for on-the-job instructors frequently have an input into trade training, assessing and routine reports.

ASSESSMENTS

These may be made either on a basis of the observation that normally accompanies good supervision or by means or pre-determined tests or by a combination of both.

The assessment may affect the career of the apprentice and therefore it must be thorough and comprehensive.

Assessment arising from daily observation must take note of:

1. The point at which it is logical to begin the assessment e.g. reception of verbal or other instruction prior to commencing a job.
2. Forethought and planning.
3. Preparation of workplace and equipment.
4. Tidiness and dexterity whilst carrying out the job.
5. Safety.
6. The end result.

Assessment by means of tests are usually appropriate to:

1. A need to measure ability and accuracy against a precise standard.
2. Assessing apprentices' ability to work under stress conditions. Chatting with colleagues, getting help from others etc., are deliberately made impossible in order to test unaided ability.

WRITTEN REPORTS

Convey the most useful information if they are concise and fair to the individual.

Critical remarks and opinions should be supported by relevant facts.

Some organisations also welcome an indication of apprentices' potential in the various fields of employment open to them.

A well-written and informative report is a measure of an instructor's ability to give information to those who may further the progress of the apprentice.

WORK RECORDS AND LOG BOOKS

Work records exist for most current apprenticeships, and are available through respective Industry Training Boards. As part of the contractual agreement, associated with the 'signing up' of an apprentice, is the obligation to maintain a record of training and experience. The fundamental principles of well-written reports applies equally to these records. Above all *they must be maintained*, for they form a valuable record of the apprentice's performance, should this ever be questioned.

EXAMPLE

1. SHOW EXAMPLE OF:
   (1) RECORD BOOKS
   (2) LOG-BOOKS.

3 SUMMARY

SUBJECT EXPLANATION

SUMMARISE THE SESSION.

TAKE A BREAK

SAMPLE BLOCK TIMETABLE

BLOCK TIMETABLE FOR: PLASTICS MOLD OPERATOR

DEPT: Plastic Molding (47) **TRAINEE(S):** Smith, T., Jones, A. **PERIOD:** February '82 - March '82

JOB BREAKDOWN	TOPIC	WEEKS					TOTAL HRS	REMARKS
		1	2	3	4	5		
JB4/JB5	Safety	JB 4 (1)-(7)	JB 5 (1)-(7)	JB 4 (5)	JB 5 (5)	OPERATING ALONE AND FINAL CONFIRMATION	8	Stressed throughout.
" "	Cleaning Molds	JB 4 (1)	JB 5 (1)	-	-		12	
" "	Lubricating			JB 4(2)	JB 5(2)		8	Brush and spray.
" "	Placing Inserts		JB 4(3)	JB 5(3)			2	
" "	Mold Operation			JB 4(4) JB 4(5)	JB 5(4) JB 5(5)		16	Watch for fatigue in this area.
" "	Inspections	JB 4(6)	JB 5(6)				14	
" "	Packaging and Storage			JB 4(7)	JB 5(8)		4	
	NORMAL INSTRUCTION TIME (HRS)	15	20	17	12		64/64	Last week still carefully supervised.

KEY: JB 4 equals Job Breakdown 4
JB 4(1) equals Job Breakdown 4, step 1 and associate Training Breakdown sheet.

NOTE: Can be used for shorter training periods broken down on a daily basis.

SAMPLE GROUP TRAINING TIMETABLE / PLAN

GROUP TRAINING TIMETABLE OR PLAN

JOB TITLE: Mold Operator
PERIOD: Feb 82 - Mar 82
DEPT: Plastic Moulding (47)

REFERENCES:
JB 4 & JB 5

TRAINEES NAMES / JOB OPERATIONS	Cleaning Molds & Safety	Lubricating & Safety	Placing Inserts	Mold Operation & Safety	Inspections & Safety	Packaging & Storage					REMARKS
John Hurd	/	/	/	/	/	/					Fully trained can instruct if required.
Mary Clements	/	/	/	6/4	/	/					Competent worker.
Joan Williams	/	/	/	/	X	X					
Alex Symonds	/	X	X	X	14/3	16/5					To replace worker retiring.
Bill Barnes	/	/	/	6/4	1/7	/					
Bob White	/	8/3	24/3	X	X	X					New Employee.
IDEAL CAPACITY	9	7	7	6	3	3					/ Worker can do.
ACTUAL CAPACITY	10	6	6	4	3	4					X Does not need to know. 6/4 etc. Date needed by.
DEPT STATUS	+1	-1	-1	-2	EVEN	+1					+ or - Depts status.

APPENDIX 3

SAMPLE INDIVIDUAL TRAINING TIMETABLE

INDIVIDUAL TRAINING TIMETABLE

NAME: Mary Clements.
JOB: Mold Operator
DEPT: Plastic Molding (47)
PERIOD: Feb 82 - date

JB No.	TASK/ STEP	HOW DETERMINED	DATES START	DATES CONFIRMED	REMARKS
JB 4	(4)	Employee asked to be moved to new department operation, supervisor agreed.	6/4	12/4	Now competent in all aspects of department operation. Consider for Leading Hand.
JB 4	(5)				
JB 5	(4)		13/4	19/4	
JB 5	(5)				

FURTHER NOTES & COMMENTS

DATE	
20/4	Suggested L.H. opening coming up might be of interest, think it over.

Note: A form designed on similar lines will serve equally as well as an Individual Training Record.

EXAMPLE: GROUP/DEPARTMENT TRAINING RECORD

DEPARTMENT: ______________________

MANAGER/SUPERVISOR: ______________________

DATE: 3.1.67 REVISED ON: 5.3.67 10.9.67 2.1.68

INITIAL & NAME	SERVICE			OTHER DEPTS	JOBS							COURSES				REMARKS
	In ind	In firm	In dept		A	B	C	D	E	F		St Johns	Acc 5	VTC 5	VTC BI	
J White	14	10	8		//	//	//	//	//	//		c	c	c	c	Retires 15.9.68
S Brown	10	5	5		// T1/5	// T1/6	/	/	/	//		c		c		Replace White Train by 1/9
R Green	3	3	3		/P T1/5	/	/ T1/5	//	//							Safety Rep.
T Black	2	1	1		//	/	T 15/5	/	/							On Course 8-15/2/68
M Blue	3	2	1		/P T1/5		/P T1/4					c			c	Transfer if no improvement.
F Pink	5	1	1		/							c				Joined 1/1/68.
																2 extra men needed for job C by 1/5/68

/ Some exp., // Fully able to do the job, c Completed course, T1/5 Train by 1st of May.

DEPARTMENT TRAINING RECORD

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

we are here

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

SESSION 11

HOW AM I DOING?

A

PRACTICAL EXERCISE

1 **Exercise 'Plugs & Sockets'**

2 **Summary**

HOW AM I DOING?: A PRACTICAL EXERCISE

SYNOPSIS

This session is an extensive practical exercise in which *each* course member will participate in the following ways:

1. Present a correctly prepared unit of practical job-instruction to an unbriefed learner.
2. Receive a unit of practical job-instruction in the role of a learner.
3. Assess the performance of another course member giving practical job-instruction to an unbriefed learner.
4. Observe on a general basis the exercise, recording any observation of interest.
5. Perform a fault recognition and analysis exercise.

The session will extensively employ the task group method with each member receiving feedback on their performance as a practical job-instructor.

OBJECTIVES OF SESSION 11

There are no new course learning objectives for session 11.

INSTRUCTIONAL OBJECTIVES OF SESSION 11

The instructional objectives of session 11 are:

1. To provide a stimulating job-training setting for group members to realistically apply their newly acquired job-instructor skills and knowledge.
2. To provide an opportunity for the course tutor and students to directly measure their learning against the course objectives.
3. To provide a training setting for group members to carry out fault recognition and analysis.

MEASUREMENT

1. Each member will receive a written assessment of their performance in the exercise.
2. Each trainee's 'final job effort' will be subject to a fault recognition and analysis quality exercise.

MATERIALS

1. OHP transparencies as required (Enclosure 37)
2. Exercise 'Plugs & Sockets' - complete (Appendix 1).

1 HOW AM I DOING?: A PRACTICAL INSTRUCTION EXERCISE

SUBJECT EXPLANATION

EXERCISE 'PLUGS AND SOCKETS': PART 1
(REFER TO EXERCISE GUIDE)

CLASS TASK

TUTOR TO REBRIEF CLASS MEMBERS ON PART 1 OF THE EXERCISE ALONG THE LINES OF THE INSTRUCTIONS GIVEN. CLASS TO TAKE NOTES.

GROUP TASK

PRACTICAL

(1) CONDUCT EXERCISE "PLUGS & SOCKETS: PART 1" BY SYNDICATES. NEW SYNDICATES ARE FORMED FOR THE PREPARATION & ANALYSIS PARTS OF THE EXERCISE TO INTRODUCE NEW CONTACTS AND IDEAS. FORM THE SYNDICATES EXACTLY AS THE EXERCISE SUGGESTS.

(2) A SYNDICATE LEADER IS NEEDED.

CLASS TASK

TUTOR TO DEBRIEF THE EXERCISE: PART 1.

(1) LET STUDENTS EXPRESS THEIR VIEWS.

(2) LET THEM UNWIND.

TAKE A BREAK

SUBJECT EXPLANATION

EXERCISE "PLUGS AND SOCKETS": PART 2.
(REFER TO EXERCISE GUIDE)

CLASS TASK

TUTOR BRIEF CLASS MEMBERS ON PART 2 OF THE EXERCISE ALONG THE LINES OF THE INSTRUCTION GIVEN. CLASS TO TAKE NOTES.

GROUP TASK

CONDUCT EXERCISE "PLUGS & SOCKETS": PART 2 BY SYNDICATES PREVIOUSLY FORMED TO POOL EXPERTISE. TUTOR IS TO DO THIS EXACTLY AS THE EXERCISE GUIDE SUGGESTS.

NO SYNDICATE LEADER IS NEEDED.

CLASS TASK

TUTOR DEBRIEFS EXERCISE: PART 2

(1) LET STUDENTS EXPRESS THEIR VIEWS.

(2) LET THEM UNWIND.

GROUP TASK

GROUP DEBRIEF OF THE EXERCISE:

(1) EACH TRAINEE GETS THEIR JOB RETURNED WITH "EXPERT" COMMENTS.

(2) EACH TRAINEE RECEIVES A DEBRIEF FROM THEIR ASSESSOR, WITH:
  (I) VERBAL FEEDBACK
  (II) WRITTEN FEEDBACK

2 SUMMARY

SUBJECT EXPLANATION

TUTOR GIVES A FINAL OPEN SUMMARY AND CLOSES THE EXERCISE.

TAKE A BREAK

APPENDIX 1

EXERCISE "PLUGS AND SOCKETS"

PART 1

AIM

The aim of this part of the exercise is to get each course member to perform four major elements associated with job-training:

(1) Job-instruction.
(2) Learning the job.
(3) Assessing the effectiveness of the instruction.
(4) Observing the learning-training process being conducted on a one-to-one basis.

OBJECTIVES

On completion of this exercise the trainee will:

(1) Be competent to produce a job-breakdown and training task-breakdown.
(2) Be competent to carry out job-instruction in an operational setting.
(3) Be able to constructively assess the learning-training task being undertaken by other job trainers.

MEASUREMENT

1. Each member will instruct a learner to perform a practical task with some knowledge content. The finished task will be subjected to a fault analysis providing instructor and learner feedback.

2. Each person carrying out the job-instructor's role will receive a written assessment of their performance.

MATERIALS

The tutor will be required to issue the following exercise materials:

Group Materials

1. Breakdown sheet showing syndicate task allocations for the exercise (Annex A). The syndicate leader can allocate the various tasks.
2. Tie on labels.
3. Quantity of assessment sheets (Annex B).
4. Quantity of Job-Breakdown and Training Task-Breakdown sheets,

Individual Materials

1. A Jug Plug (JP), In line Socket (INLS), In line Plug (INLP) or Side Entry Plug (SEP), depending on task allocation.
2. Pliers - side cutting.
3. Thread.
4. Screwdriver - small electrical.
5. Knife - small and sharp.
6. Electrical tape.
7. 1 metre of electrical wire (fabric covered).
8. Technical details for the task allocated.

BRIEFING AND ISSUE OF MATERIALS

The most difficult aspect of this exercise is getting it off-the-ground. The tutor can achieve this by carefully briefing the participants. The following points must be covered:

1. Each syndicate will be doing exactly the same series of activities.
2. Within each syndicate each of the four members will be allocated a series of tasks as detailed in Annex A.

   e.g.: In syndicate No 1. member A (i.e. A1) will instruct member C (i.e. C1) on the Jug Plug. Member B (B1) will assess the learning - instructing process while member D (D1) will be free to observe all parties or quietly view the progress of other syndicates. Then the roles change and the process repeats for the Side Entry Plug. Hence the JUG CORD is completed.

   Likewise the procedure continues until the extension cord is completed.
3. Each task must be identified by a 'tie on label' attached to the cord next to the plug or socket, e.g. in the above case *the trainee* completing the JUG PLUG after instruction would put C1 on the label.
4. In the preparatory stage of the exercise all the same-task instructors, i.e. all the JP's or all the SEP's form new groups and mutually decide on how the instruction will be carried out. All members will have studied the topic material and practised the skills to some extend the previous day. Hopefully, most people will have at least a sketch plan of the job-breakdown and training task-breakdown. This gathering of "expert minds" will ensure that everyone prepares adequately under the tutors supervision, prior to instructing a learner. The composition of these groups is shown at Annex A for a four syndicate course.

   e.g.: The Jug Plug Group will comprise of members designated 'A' from syndicates 1, 2, 3 and 4.
5. There are no strict time criteria, but past experience has indicated that the time allocated for the exercise is adequate. Ensure all aspects of theory and principles covered in the course are used.
6. When all learning instructing tasks are completed collect up the finished 'cords' and reassemble the class. Introduce the second part of the exercise by briefly revising the topic of Fault Recognition and Analysis.

EXERCISE "PLUGS AND SOCKETS"

NOTE: FLEXIBLE CORD MATERIAL IS TO BE ISSUED TO ALL EXERCISE PARTICIPANTS.

FLEXIBLE CORDS

Flexible cords are used to connect moveable accessories to the fixed wiring. For example, they must be used for connecting portable appliances to plug sockets, lampholders to ceiling roses, a moving machine part to a fixed part, and so on. Their conductors are made up of many strands of fine wire to give them the necessary flexibility, and these vary in size from 0.5mm^2 (16/0.20mm) to 4 mm^2 (56/0.30mm). If the cross-sectional area of a flexible conductor exceeds 4mm^2, it is called a flexible cable.

Flexible cords must not be used for fixed wiring nor should flexible cords be taken out of the room or compartment in which they are connected to the source of supply, except for temporary intermittent use with a portable appliance such as a vacuum cleaner, it is also bad practice to have flexible cords of undue length lying around a floor, particularly if they lie across a doorway or other place where they are likely to be trodden on. Consumers are not always aware of the hazards created by long cords, and electricians should advise them to install an adequate number of plug sockets in convenient places - certainly at least one in every room in which an appliance is likely to be used.

The Electrical Registration Act 1979, Section 34, gives to "any person" authority to:

> "AFFIX A PLUG OR AN ADAPTOR OR A CORD EXTENSION SOCKET OR AN APPLIANCE CONNECTOR TO A FLEXIBLE CORD, NOT BEING A FLEXIBLE CORD FORMING PART OF OR DIRECTLY CONNECTED TO THE FIXED WIRING, PROVIDED THE WORK IS DONE WITHOUT PAYMENT OR REWARD, IN A WORKMAN LIKE MANNER AND IN ACCORDANCE WITH INSTRUCTIONS ISSUED OR APPROVED BY THE SECRETARY OF ENERGY".

In other words, an unregistered person may work only on a flexible cord that can be "unplugged" from the supply. They may not work on a cord that is directly connected to the supply, for example, a light pendant, and though they may work on an appliance plug, they may not open up an appliance to connect or disconnect a cord.

COLOUR CODING

Until 1970, the standard colour code in New Zealand for the cores of single-phase three-core flexible cords was the same as that for other cables, that is

LINE	RED,
NEUTRAL	BLACK, AND
EARTH CONTINUITY	GREEN

In line with overseas practice, New Zealand adopted, in 1970, the following alternative colours for the three cores of a single-phase flexible cord:

LINE	BROWN,
NEUTRAL	BLUE, AND
EARTH CONTINUITY	GREEN AND YELLOW.

Both sets of colours may be used, although, eventually, the new colour code may supersede the old. In the meantime, electricians and other persons intending to connect flexible cords must be familiar with both systems. The terms line and phase are synonomous, however, the terms positive and negative voltage are normally related to Direct current sources and not preferred when dealing with a Mains supply.

PREPARING THE FLEXIBLE CORD END FOR TERMINATION

Connections between fixed cables and flexible cords must be made only by means of a plug and socket, a ceiling rose, or other suitable enclosed connecting device.

The accessories and appliances at which flexible cords are terminated must have an effective cord grip to anchor the outer covering of the cord securely and thus prevent any mechanical strain on the terminals.

The terminals consist of either screws and washers to hold looped conductors or binding posts with holes in which double-back conductors are inserted and held by a screw.

A flexible cord end is prepared for termination by stripping the insulation. The stripping is done by either a properly set stripping tool or a pocket knife. For the purpose of this exercise, a three-core PVC Tough Plastic Sheathed (PVC/TPS) flexible cord is chosen because the outside covering of this cord is the most common type in use today. Rubber and braided sheathed cords are still common. These have a braided outside cover so need to be bound to prevent fraying. However, they are more susceptable to heat damage.

When the correct size of flexible cord has been selected and the appropriate length cut off the reel, the end is prepared for termination as follows:

1. The outside plastic sheath is carefully stripped off for the correct distance, about 75mm is ample for most connections, as shown in fig. 9.35. Great care should be taken not to damage the insulation covering the conductors during this operation.

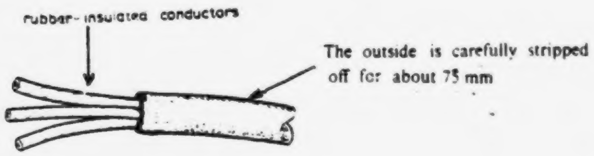

rubber-insulated conductors
The outside is carefully stripped off for about 75 mm

Fig. 9.35 Outside stripped

2. For all common applications, jug and wall plugs etc., the PVC insulation is removed from the conductors, leaving about 25mm (depending on the nature of the connection) of insulation clear of the outside plastic sheath. The earth wire should be prepared to be slacker or slightly longer than the other two, as shown in fig. 9.36.

At this stage, a check should be made to ensure that no strands have been cut or nicked. If this occurs, the end must be cut off and restripped because, with a reduced cross-sectional area of conductor, there is a possibility of early failure at this point.

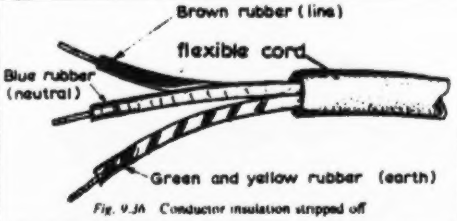
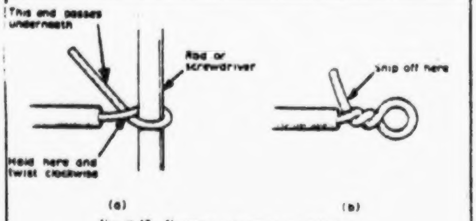


Fig. 9.36 Conductor insulation stripped off

3. The strands of each conductor are twisted tightly with finger and thumb in the direction that they have been lightly twisted during manufacture (usually clockwise). The twisted conductors are then ready for the formation of the loop or doubled end as required by the particular connection to be made.

4. To form a loop, the twisted conductor can be wrapped once around a suitable size of rod or screwdriver to form a loop no bigger than necessary, close to the insulation. The rod is then turned one to one and a half times while the conductor is held as shown in fig. 9.37 (a). Twisting the rod more than this will expose an unnecessary amount of bare conductor. Excess conductor is snipped off with side cutters (fig. 9.37 (b)).



(a) (b)

Fig. 9.37 Forming a loop in a conductor

5. To form a doubled end, about 20mm of insulation is stripped off the conductor, and the strands are twisted as described above. The end of the conductor is then doubled with finger and thumb to form a rounded end, as shown in fig. 9.38.

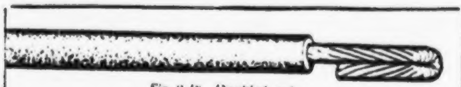


Fig. 9.38 Doubled end

EXERCISE "PLUGS AND SOCKETS"

NOTE: APPLIANCE CONNECTOR (JP) IS TO BE ISSUED TO THE SYNDICATE MEMBER DESIGNATED 'A...' .

APPLIANCE CONNECTOR (JP)

An appliance connector, often called an appliance plug, is a cord extension socket of a special kind. It is designed to plug directly into an appliance that has shrouded protruding pins, usually at the base of the appliance. The most common connector is the "10 ampere 2 pin and earth appliance connector" shown in Figure 1. This item is used with such appliances as an electric jug, kettle, frying pan, and coffee perculator.

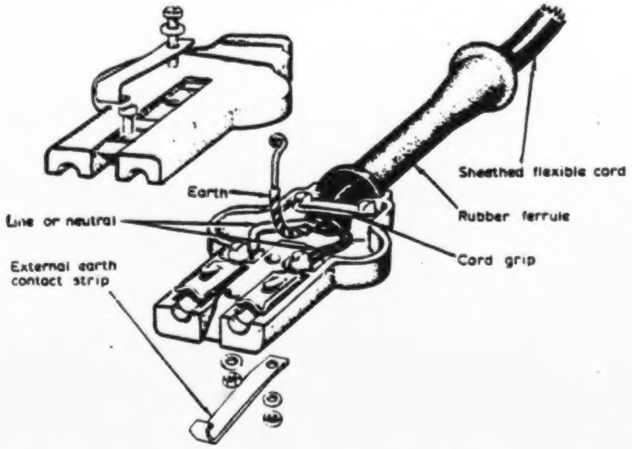


FIGURE 1: TWO PIN AND EARTH APPLIANCE CONNECTOR WITH COVER REMOVED

IMPORTANT PLEASE NOTE:

Extract from the Electrical Registration Act 1979, Section 34, that gives to "any person" authority to:

> "AFFIX A PLUG OR AN ADAPTOR OR A CORD EXTENSION SOCKET OR AN APPLIANCE CONNECTOR TO A FLEXIBLE CORD, NOT BEING A FLEXIBLE CORD FORMING PART OF OR DIRECTLY CONNECTED TO THE FIXED WIRING, PROVIDED THE WORK IS DONE WITHOUT PAYMENT OR REWARD, IN A WORKMAN-LIKE MANNER AND IN ACCORDANCE WITH INSTRUCTIONS ISSUED OR APPROVED BY THE SECRETARY OF ENERGY".

In other words, an unregistered person may work only on a flexible cord that can be "unplugged" from the supply. They may not work on a cord that is directly connected to the supply, for example, a light pendant, and though they may work on an appliance plug, they may not open up an appliance to connect or disconnect a cord.

EXERCISE "PLUGS AND SOCKETS"

NOTE: PLUGS AND SOCKET MATERIAL TO ISSUED TO SEP & IMLP DESIGNATED MEMBERS ONLY.

PLUGS AND SOCKETS (SIDE ENTRY & IN LINE PLUGS)

Plugs and sockets are often incorrectly cross referred. Sockets are mounted in a convenient position and are connected permanently to fixed wiring. These power outlets are sometimes wrongly called plug points or power points. Whatever the name you know them by they are designed to accept a plug that extends the socket supply to a portable appliance by means of a flexible cord. The socket has milled entries that are specially shaped and positioned to allow the correct type of plug to be inserted, and most plugs and sockets are non-reversible, that is, the plug can only be inserted one way.

PIN SHAPE AND POLARITY

Plugs and sockets are manufactured for many purposes and current ratings with various pin configurations. The more common ones a householder may deal with are the two and three pin types. These are used in a number of applications from the domestic supply. We will be concerned with the three pin plug and the two pin appliance plug. Figure 1 shows the most common type of N.Z. plug, this is a single phase three pin (2 pin & earth) which together with its socket is known as a three pin plug and socket.

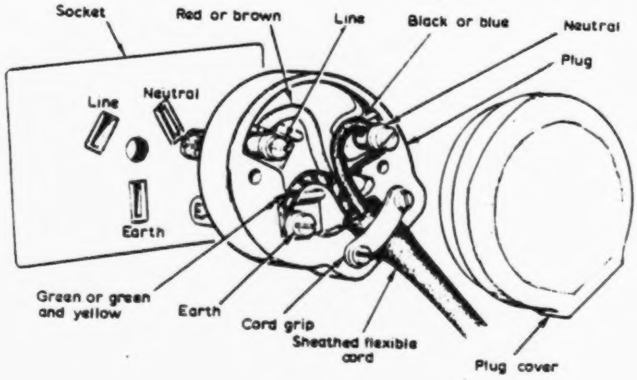


FIGURE 1: A THREE PIN SIDE ENTRY PLUG AND SOCKET WITH COVER REMOVED

Both of the above have the following:

1. **Line** conductor (red or brown) connected to the left hand pin.
2. **Neutral** conductor (black or blue) connected to the right hand pin.
3. **Earth** conductor (green or green and yellow) connected to the bottom, lower or radial pin.

The other end of a flexible cord is used in conjunction with the Jug Plug. It is connected to an appliance plug, the earth going to the frame if it is metal, the line going to the switch if fitted and the neutral going to the neutral terminal. To satisfy legal requirements the earth pins of all plugs are made longer than the other two. This ensures that if an equipment fault exists in the appliance the earth connection is made before any power is applied to the current carrying parts, thus preventing the live metal parts of the apparatus from causing a shock hazard.

IMPORTANT: PLEASE NOTE

Extract from the Electrical Registration Act 1979, Section 34, that gives to "any person" authority to:

> "AFFIX A PLUG OR AN ADAPTOR OR A CORD EXTENSION SOCKET OR AN APPLIANCE CONNECTOR TO A FLEXIBLE CORD, NOT BEING A FLEXIBLE CORD FORMING PART OF OR DIRECTLY CONNECTED TO THE FIXED WIRING, PROVIDED THE WORK IS DONE WITHOUT PAYMENT OR REWARD IN A WORKMAN LIKE MANNER, AND IN ACCORDANCE WITH INSTRUCTIONS ISSUED OR APPROVED BY THE SECRETARY OF ENERGY."

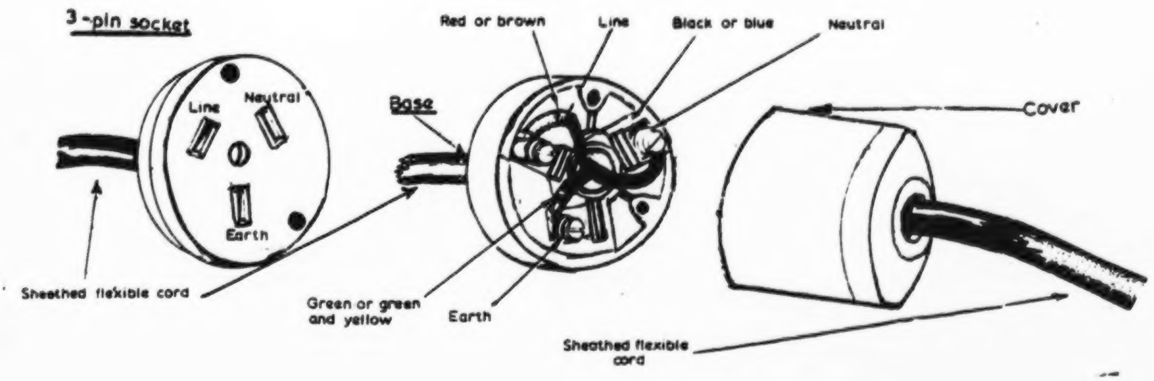
In other words, an unregistered person may work only on a flexible cord that can be "unplugged" from the supply. They may not work on a cord that is directly connected to the supply, for example, a light pendant, and though they may work on an appliance plug, they may not open up an appliance to connect or disconnect a cord.

EXERCISE "PLUGS AND SOCKETS"

NOTE: EXTENSION CORD CONNECTOR MATERIAL IS TO BE ISSUED TO EXERCISE MEMBERS DESIGNATED IN LS.

EXTENSION CORD CONDUCTOR

A cord connector, or a cord extension socket, is a plug designed to be attached to the end of a flexible cable. An extension lead can be made up to supply power to an appliance some distance from a fixed wall socket. An isolation transformer or a monitored earth may be necessary for some remote operations. Standard single phase three pin cord connectors are made from either plastic or hard rubber. When the lead is likely to be used in a tough environment, hard rubber connectors, rubber moulded plugs and socket should be used. Extension cords should never be operated from a storage reel, such action is likely to cause the reel to overheat due to induction heating. Always unwind the cord from the storage reel for any period of extended operation.



THREE PIN TOP ENTRY EXTENSION SOCKET WITH COVER REMOVED

The construction details and assembly procedure for plugs and sockets used in the construction of an extension cord are essentially the same as for those in the appliance connector. The following points should be noted:

1. These items are normally top entry for the connectors to preserve the natural extension of the cable.
2. Cable clamping devices vary but are normally part of the device cover.
3. Polarity for the connections is determined by looking down on the inside, i.e. with the cover removed.

IMPORTANT: PLEASE NOTE

EXTRACT FROM THE ELECTRICAL REGISTRATION ACT 1979, SECTION 34, GIVES TO "ANY PERSON" AUTHORITY TO:

> "AFFIX A PLUG OR AN ADAPTOR OR A CORD EXTENSION SOCKET OR AN APPLIANCE CONNECTOR TO A FLEXIBLE CORD, NOT BEING A FLEXIBLE CORD FORMING PART OF OR DIRECTLY CONNECTED TO THE FIXED WIRING, PROVIDED THE WORK IS DONE WITHOUT PAYMENT OR REWARD, IN A WORKMAN LIKE MANNER, AND IN ACCORDANCE WITH INSTRUCTIONS ISSUED OR APPROVED BY THE SECRETARY OF ENERGY."

In other words an unregistered person may work only on a flexible cord that can be "unplugged" from the supply. They may not work on a cord that is directly connected to the supply, for example, a light pendant, and though they may work on an appliance plug, they may not open an appliance to connect or disconnect a cord.

ANNEX A

EXERCISE "PLUGS AND SOCKETS"

SYNDICATE TASK ALLOCATION

1. TASKS FOR PRACTICAL JOB INSTRUCTION

NO ...... SYNDICATE........ TASK: MEMBER:	JUG CORD		EXTENSION CORD	
	JP	SEP	IN LP	IN LS
A	INSTRUCT	OBSERVE	LEARNER	ASSESS
B	ASSESS	INSTRUCT	OBSERVE	LEARNER
C	LEARNER	ASSESS	INSTRUCT	OBSERVE
D	OBSERVER	LEARNER	ASSESS	INSTRUCT

2. GROUP TASK FOR PREPARATION AND FAULT ANALYSIS

PREPARATION TASK: MEMBERS:	JP	SEP	IN LP	IN LS
	A1	B1	C1	D1
	A2	B2	C2	D2
	A3	B3	C3	D3
	A4	B4	C4	D4

KEY: JP = Jug Plug
SEP = Side Entry Plug
IN LP = In Line Plug
IN LS = In Line Socket

ANNEX B

EXERCISE "PLUGS AND SOCKETS"

ASSESSMENT SHEET

INSTRUCTOR: ______________________ LEARNER: ______________________

PART: ______________________ OPERATION: ______________________

Answer all questions by ticking the "Yes" or "No" answer or by indicating your rating with a tick in the appropriate column.

KEY: P = Poor, F = Fair, G = Good, VG = Very Good, EX = Excellent.

	P	F	G	VG	EX
1. Getting Ready to Instruct:					
(a) Everything ready? Equipment? Material? Supplies?					
(b) The work place properly arranged?					
2. Preparation of Worker:					
(a) Put the trainee at ease? Yes/NO					
(b) Stated the job? Yes/No					
(c) Found out what he already knew about it? Yes/No					
(d) Built up interest in learning job? Yes/No					
(e) Placed learner in correct position? Yes/No					
3. Presenting the Job:					
(a) One Important Step at a time?					
(b) Stressed each Key Point?					
(c) Explained reasons?					
4. Try-out:					
(a) Did learner explain all Key Points? Yes/No					
(b) Had the job been understood? Yes/NO					
5. Job Breakdown:					
(a) Could you tell that a Job Breakdown had been been made and used?					
(b) Was it used effectively?					
Follow-up:					
(a) How were the items in Step 4 covered?					

ASSESSORS COMMENTS:

LEARNERS COMMENTS:

EXERCISE "PLUGS AND SOCKETS"

PART 2

AIM

The aim of this part of the exercise is to get each trainee to conduct a fault recognition and analysis on a practical job. The exercise will illustrate the difficulty of expressing and learning the "feel" of good quality production.

OBJECTIVE

On completion of this exercise the trainee will be able to complete a fault recognition and analysis of a practical job task using the appropriate recording procedures.

MEASUREMENT

the task will be carried out as a group exercise with close tutor supervision.

MATERIALS

1. Reissue wired plugs and sockets.
2. Fault recognition and analysis sheets.
3. Tools as detailed in Part 1 of this exercise.

BRIEFING AND ISSUE OF MATERIAL

1. Reassemble the original exercise preparation groups (the expert minds), and issue each group with the four completed plugs or sockets as per part 1, Annex A paragraph 2. When the items are issued simply cut the cord in half and ensure that labelled plugs or sockets are issued in a 'wired' state.

2. Make sure the "experts" have blank forms for performing the fault recognition and analysis, it would be a good idea for them to have their examples to hand.

3. Each member must complete a consensus record of the training task, and all members must contribute to each examination of the plug or socket. A poorly wired plug or socket will obviously reflect on the instructor for that particular learner. However, it is all part of the feedback cycle.

4. When the task analysis is completed the tutor should debrief the fault recognition and analysis exercise, ensuring all of the objectives have been satisfied.

5. Original syndicates should now form once more i.e. as per part 1, annex A, paragraph 1. Here some honest debriefing must take place. The following procedure should be used:

    (1) Assessor gives the job-instructor the written report and must discuss any strength or weakness at that time.

(2) The instructor must not try and justify the performance, rather the report must be openly accepted and probed by way of requesting "examples" or "for instance".

(3) The observer can also comment in this respect, but, strength and weaknesses!

(4) The learners should state how they felt, what would have improved the instruction or what they liked about it, and finally, the learner should discuss the fault analysis with the job-instructor.

(5) The process should be repeated until all instructors have a good feel for their performance and all learners have their strength and weaknesses revealed. Don't forget most people learn in much the same way so the difficulty the learner experienced is a first-hand message to potential job-instructors.

CONCLUSION

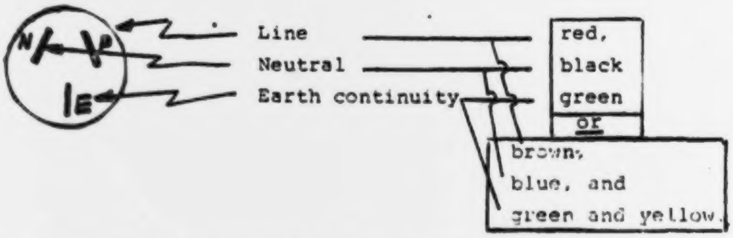
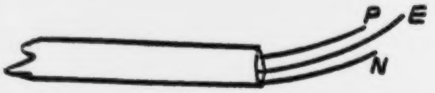
6. Conducted at this stage of the course, with a well developed syndicate, this process can be the best feedback an instructor can get. If the tutor keeps an eye on things, it is unlikely that anyone will find the critique unpalatable.

7. To conclude the exercise the Tutor should debrief and summarise the main points. A good way to do this is to simply list under two headings some of the good instructional features that emerged, and some of the poor ones. The exercise usually produces plenty of these and each syndicate, in turn, should be invited to contribute. The list often looks like this:

GOOD POINTS	POOR POINTS
1. Enthusiasm	Aids
2. Job Breakdowns	Objective Statements
3. Training Task Breakdown	Finished example
4. Pace	Putting at ease
5. Encouragement	Position of learner
6. Tell-Show-Do	Too big steps
7. Revision	Knowledge measurement
8. Rewarding	Nerves
10. Conclusions	Etc.
11. Preparation	
Etc.	

EXERCISE "PLUGS AND SOCKETS"

SPECIAL FEATURES TO WATCH FOR WHEN CARRYING OUT A CHECK OF THE WORK IN GENERAL:
ENSURE THAT:

		YES	NO
1.	Phase sequence correct, with pins facing towards you and plug mating up neatly after reassembly.  N P E Line Neutral Earth continuity red, black green or brown, blue, and green and yellow.		
2.	Earth wire longer at all terminations in plugs or cut to be slack in the Jug Plug.  		
3.	Lay of wires correct and that they are not under strain or too long. The earth should be the last to come under tension with a pull.		
4.	Insulation is up to terminals, outer insulation not over stripped and insulation not nicked, cut or bruised.		
5.	All conductors are twisted tight and doubled back and no strands left protruding. Neat looking.		
6.	All conductors are clamped firmly under contact screws, not over-tightened. (Over-tightening will cut through conductors and shear screw heads off as they are made of brass.)		
7.	No cut or nicked conductors from stripping insulation off.		
8.	Screws fully out before inserting conductors into terminal.		
9.	All locking devices and clamps are effective. Not over-tightened to crushing point.		
10.	Outside end of Tough Plastic Sheath (T.P.S) is neat and square		
11.	No cracks from over-tightening case or screws stripped.		

SPECIAL FEATURES TO WATCH WHEN CARRYING OUT WORK ON SPECIFIC COMPONENTS:

	YES	NO
1. Appliance Connector Ensure that phase conductor is on the left hand side when looking at the terminals, earth is not too short.		
2. Three Way Terminal Connector (Plugs or Sockets) Correct location of all conductors. Ensure that all conductors are firmly clamped by both contact screws. Conductors are to be doubled back. Conductors don't stick out past sleeve. Phase on left hand side with connections going away from you. Earth connector longer than the other two.		

CASE STUDIES IN QUALITY TRAINING

"CHANGING QUALITY STANDARDS"

You are in charge of the milling machine section of a company producing a high-quality hand tool under its own name. Up until a month ago it also turned out the same type tool of lower quality under another brand name in order to meet price competition.

One of your men, Joe Burns, supervised the group of workers handling the milling of the lower-grade tool. The objective of this group was to produce tools as cheaply as possible with little attention to quality. Joe and his crew worked well together in a slam-bang fashion. Their motto was "Our work may not be much good, but we turn out lots of it".

When increased demand for the high-quality product influenced the company to drop the second brand, Joe and his crew of operators were shifted over to work on the quality product. That was about a month ago. They are anxious to do a good job but are having great difficulty reducing rejects and turning out good quality work. The equipment they are working with is in good shape. You and Joe believe that it will be necessary to retrain the operators to do a good quality job.

1. What work habits will they have to unlearn?
2. What are some of the problems the trainer will run into?
3. How should he overcome these problems?
4. Will morale be a problem?

* * * * *

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

we are here

THE CONCLUDING SESSION

SESSION 12

HOW AM I DOING?

A

KNOWLEDGE BASED EXERCISE

1 Exercise "Induction Training"
2 Summary

HOW AM I DOING?: A KNOWLEDGE-BASED EXERCISE

SYNOPSIS

This session is an extensive knowledge-based exercise in which each course member will participate in the following ways:

1. Present a correctly prepared unit of knowledge instruction to a group of unbriefed learners.
2. Receive a number of units of knowledge instruction in the role of a group learner.
3. Answer a post instruction knowledge quiz to test learning and instructional effectiveness.

The session will employ the task group method with each member of the group receiving feedback on their knowledge, learning and instruction.

The session is based on the topic of Induction Training. Hence, exercise "Induction Training" will serve a dual purpose.

OBJECTIVES OF SESSION 12

Upon completion of this session the students will

1. Be able to:
    (1) Explain the need for induction training in a vocational training setting.
    (2) List the main components of the new employee induction training process.

INSTRUCTION OBJECTIVES OF SESSION 12

As for the previous session.

2. Complete an employee induction training record for a new employee.

MEASUREMENT

1. Each member will answer 30 short-response, objective questions covering the topic of Induction Training.

2. Results will be used to provide an exercise performance analysis that will reveal:
    (1) Individual knowledge learned.
    (2) Individual area of weakness.
    (3) Group knowledge level.
    (4) Group knowledge area of weakness.
    (5) Effective instructors.
    (6) Ineffective instructors.
    (7) Wide range of data relating to groups, material, etc.

MATERIALS

1. OHP transparencies as required, (Enclosure 38)
2. Exercise "Induction Training" - complete (Appendix 1).

1 HOW AM I DOING? A KNOWLEDGE INSTRUCTION EXERCISE

SUBJECT EXPLANATION

EXERCISE "INDUCTION TRAINING": PART 1.

(REFER TO EXERCISE GUIDE)

CLASS TASK

TUTOR TO REBRIEF CLASS MEMBERS ON PART 1 (THE INSTRUCTION) OF THE EXERCISE ALONG THE LINES OF THE INSTRUCTIONS GIVEN, CLASS TO TAKE NOTES, (APPENDIX 1).

GROUP TASK

1. CLASS FORMS INTO PREPARATION SYNDICATES AS FOR LAST EXERCISE "PLUGS & SOCKETS" ENSURE THESE GROUPS ARE A DIFFERENT MIX FROM LAST TIME.
2. DISCUSS AND PREPARE BRIEF FOR PRESENTATION USING EXAMPLES, PRINCIPLES AND METHOD LEARNED.

GROUP TASK

PRACTICAL

1. REFORM INTO ORIGINAL SYNDICATES.
2. ELECT SYNDICATE LEADER.
3. CONDUCT EXERCISE "INDUCTION TRAINING" BY SYNDICATES. ORIGINAL SYNDICATES SIMULATE THE REAL SITUATION.

SUBJECT EXPLANATION

EXERCISE "INDUCTION TRAINING" PART 2

(REFER TO EXERCISE GUIDE)

CLASS TASK

1. TUTOR TO BRIEF CLASS MEMBERS ON PART 2 (THE QUIZ) OF THE EXERCISE ALONG THE LINES OF THE INSTRUCTIONS GIVEN.
2. CLASS MEMBERS ARE TO ANSWER THE QUIZ ON ANSWER SHEET PROVIDED.

3. CHANGE SHEETS WITH THE NEXT PERSON AND MARK THEIR SHEET BY REFERRING TO THE MODEL ANSWER.

4. COMPLETE TO TOTALLING AND SUBTOTALLING REQUIREMENTS.

5. HAND BACK SHEET ON COMPLETION.

GROUP TASK

1. SYNDICATE RESULTS MATRIX IS TO BE COMPLETED BY GROUP LEADER.

2. HAND RESULTS TO THE TUTOR WITH ALL GROUP EXERCISE QUIZ MATERIAL.

WRITE – REWRITE

TUTOR IS TO RECORD SYNDICATE RESULTS ON LARGE MATRICES DRAWN ON THE BOARD.

NOTE: *Draw one matrix for each syndicate during part 2 of the exercise.*

CLASS TASK

1. TUTOR AND CLASS ANALYSE RESULTS AND RESOLVE:
   (1) HIGHEST GROUP SCORE
   (2) HIGHEST LEARNER SCORE
   (3) HIGHEST INSTRUCTOR SCORE
   (4) MOST DIFFICULT MATERIAL
   (5) METHODS INVOLVED IN LEARNING AND INSTRUCTING.
   (6) OTHER STATISTIC DATA DEPENDING ON THE "MOOD" OF THE CLASS

NOTE: 1. *This is a very good exercise that, if carefully prepared can leave everyone with a sense of satisfaction and achievement. Care should be taken to emphasise that everyone met their objective if they got their learners to learn most of their material, and learned something themselves.*
2. *By issuing the easier instructional tasks to those who have had difficulty thus far and vice versa this will have a performance levelling effect.*
3. *Congratulate the highest group, learner and instructor; don't worry about 2nd, 3rd etc., members can work that out for themselves. Thank all for participating.*
4. *Collect up all Exercise Quiz material after completion.*
5. *Be sure to speak with losing group members.*

2 SUMMARY

SUBJECT EXPLANATION

SUMMARISE SESSION
(REFER TO EXERCISE GUIDE)

TAKE A BREAK

APPENDIX 1

EXERCISE "INDUCTION TRAINING"

PART 1

AIM

The aim of this part of the exercise is to get each course member to brief other members of their syndicate on a knowledge-based subject. This exercise will serve two purposes: first, it will allow members to apply newly learned instructional skills associated with a knowledge training task, second, it will permit the learning of information associated with induction training for new employees.

OBJECTIVES

On completion of this exercise the trainee will:

(1) Be competent to prepare a brief or a knowledge based topic using techniques and procedures covered earlier in the course.
(2) Be able to conduct induction training for new employees in their area of responsibility for job-instruction.

MEASUREMENT

1. Each member will be judged against their first performance in covering knowledge to a group, conducted as part of the session.

2. Each member will complete an exercise quiz that will illustrate the following:
   (1) Good and Poor instruction.
   (2) Good and Poor learning.
   (3) Complex material and associated problems.
   (4) Knowledge gained on Induction Training.
   (5) The best trainers and learners.
   (6) The best group.

3. Syndicates will debrief the exercise; mutually assisting, through advice and observation of one another to note strengths and weaknesses.

MATERIALS

They will be required to issue the following exercise materials:

1. Precis the '5Ps'.
2. Example of a prepared brief on a knowledge subject.
3. Exercise packages (modules 1 to 5).
4. Syndicate score sheets (results matrix).
5. Exercise quiz and answer sheets.
6. Paper, pens, OHP Blanks, etc.

BRIEFING AND ISSUE OF MATERIALS

This exercise follows the lines of those completed in sessions 4 & 5. However, the level of performance can be expected to be higher due to previous learning and experience. The following points are made:

1. Each syndicate will be doing exactly the same series of activities.

2. Each member of the syndicate will receive two modules in their package; module 1 and one from 2, 3, 4 and 5. Module one is therefore read by all trainees and is a topic overview, the second module issued will deal with a specific aspect of Induction-Training. Training tasks are detailed in Annex A.

   e.g. In syndicate 1 member A will read Module 1 and 2; after preparation, 'A' will brief remaining members on the specific topic information contained in 2. Members B, C, and D will learn the topic material in module 2, and in turn will brief on their topics.

3. In the preparatory stage of the exercise, all the same-module briefing trainees, e.g. all those with module 2, form a preparation syndicate and mutually decide on the instruction/briefing format etc. Previous practice and examples, plus study of the module will have prepared the trainees. This gathering of "knowledge experts" will ensure that everyone prepares adequately under the tutor's supervision. The composition of these groups is shown at annex A, paragraph 2.

   e.g. The module 2 group will comprise of members designated 'A' from syndicates 1, 2, 3 and 4.

4. There is no strict time criteria. Time allocated is adequate for the application of all aspects of theory and practice covered in the course.

5. When all the briefing and learning is completed, introduce the second part of the exercise by informing the trainees of the quiz rules, procedures and results presentation method.

EXERCISE "INDUCTION TRAINING"

PART 2

AIM

The aim of this part of the exercise is to analyse the performance of each syndicate member in the learning and instructing roles associated with a briefing on a knowledge-based subject.

OBJECTIVES

On completion of part 2 of the exercise trainees will:

(1) Be competent to analyse a brief on a knowledge-based subject.
(2) Possess information that will enable them to improve their briefing skills in the workplace.

BRIEFING AND ISSUE OF MATERIAL

1. Re-assemble the class after all briefing is completed and issue the quiz to be completed.

2. On completion of the quiz provide the correct answers. Do not enter into arguments or debates on the answers. The objective nature of the question should determine that only one response is correct. Get each trainee to score individual results in the space provided for each module.

3. The syndicate leader should then score the results for each member by completing the syndicate result matrix shown on page 264 . Care should be taken to ensure the recording is done correctly.

4. Completed result matrices are to be transferred to the larger ones drawn on the board for all to see.

5. Tutor progresses through each matrix highlighting points detailed in the guide.

ANNEX A

EXERCISE INDUCTION TRAINING

SYNDICATE TASK ALLOCATION

1. TASKS FOR KNOWLEDGE TOPICS

No...... Syndicate/Module: MEMBER	1	2	3	4	5
A....	✓	✓			
B....	✓		✓		
C....	✓			✓	
D....	✓				✓

2. GROUP TASK FOR PREPARATION OF BRIEF

Preparation/Module: MEMBERS	2	3	4	5
	A1	B1	C1	D1
	A2	B2	C2	D2
	A3	B3	C3	D3
	A4	B4	C4	D4

OUTSIDE PAGE

ADDITIONAL POINTERS:

Good training does not just happen. It must be well-planned, regular and designed to meet a specific need.

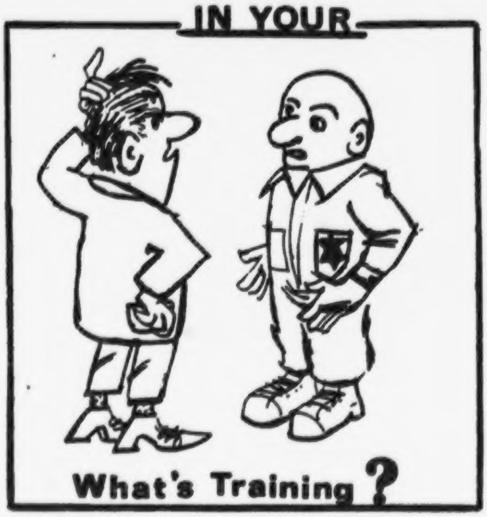
Training will take some work, but will lighten your load by increased quality and performance.

WORK FOR THEM (by preparing, pinpointing, personalizing, presenting and prescribing) AND THEY WILL WORK FOR YOU.

This folder concentrates on job instruction. However, the five main steps can be applied equally well to communication contacts on other important subjects, such as quality, service, safety meetings, and cost improvement.

Vocational
Training
Council

Practice The 5 P'S



JOB TRAINING

- TRAINING SESSIONS -

INSIDE PAGE

As a trainer, you are responsible for the training and well-being of other people. One of the best ways to share this responsibility with those people is through regular and well-planned training sessions. Here are five steps towards making your training sessions get good results:

1. PREPARE

WRITE down ideas, quotes, incidents and observations. Carry a pocket notebook.

READ job related materials with a selfish viewpoint - "What's in here that I can use?"

LISTEN to what others say about your training, you may get a good idea or two.

ORGANIZE and outline your thoughts. Know what you are going to do and say.

PRACTICE. Use notes to keep from rambling, do the learning tasks yourself.

2. PINPOINT

Don't try to cover too much ground in one session. Concentrate on ONE MAIN IDEA, i.e., one job skill, one safety aspect, one job aid, one knowledge item, one unsafe practice, one production principle, one damage control measure, or one safety improvement.

Proceed from easy steps to the difficult. However, if the sequence of steps is arranged in a complex fashion let the learner do the easy steps and the instructor do the difficult steps first time through.

- TRAINING SESSIONS -

3. PERSONALIZE

Establish common ground to get real attention, motivation and interaction.

APPEAL TO BASIC MOTIVATIONS such as advancement, security, comfort, avoidance of boredom, self-preservation. Those powerful desires are on your side - on the side of the learner. Make it personal ... for your learner.

4. PRESENT

Presenting your training material is simply a matter of communication, which means to GET UNDERSTANDING and INTERACTION.

Most people understand, remember and apply what they "do" better than what they see or hear. Use INVOLVEMENT, SIGHT AND SOUND in your training sessions. Where possible train on the job.

Take your pick: Talks - Demonstrations - Case Studies - Graphs - Booklets - Movies - Slides - Testimonials - Samples - Displays - Discussions - Newspaper Items - Illustrations - Reports - Questions - Quizzes - Posters - Charts - Photographs - Models - Fault Analysis.

5. PRESCRIBE

In closing your training session answer the question which the learner always has ... "So what?" - "Where to from here?" ASK FOR SOME SPECIFIC ACTION; get him to do something; give him a prescription.

AN EXAMPLE OF THE "5P" METHOD OF PREPARING A SAFETY BRIEF:

'LIFTING OBJECTS'

PREPARE:

Reviewing the Company Accident Records, you will note that approximately 50% of all compensatable injuries are to the back, spine, chest and other parts of the trunk.

As the supervisor you should be concerned about this. Analyze your own department's lost time records and compare them to the Factory average. Select a theme to fit the topic.

INTRODUCTION:

Develop an interesting method of introducing the topic. Here's one related to correct lifting.

We've all heard the saying, "a chain is as strong as its weakest link." There are ways of testing a chain to determine its safe load limit. Unfortunately, there are no criteria to measure accurately how much strain your back can take. Since we don't know what our limitation is, don't try to put it to the test.

We have seen strongman acts and weightlifters performing amazing feats. These people are thoroughly conditioned and trained and know what they can lift and how to do it properly.

Incorrect lifting can cause many types of injuries, such as strains, sprains or hernias. Physical differences in individuals make it difficult to set safe lifting limits. The important thing is to lift the proper way and to take into consideration the size, shape and weight of the load.

PINPOINT:

Make it meaningful to them.

Do you know that the strongest muscles you possess are in your legs? Make your leg muscles work for you.

To lift the object, keep your back straight and begin to assume the standing position using the leg muscles instead of the back muscles. To put the object down merely reverse the process. Practise this at all times - you will find lifting is easier and you will be less fatigued at the end of the job.

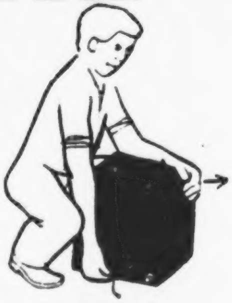
How many of you can recall injuries due to incorrect lifting?

NOTE: As time permits, let your department members relate various on-the-job incidents which led to minor or serious injuries caused through incorrect lifting.

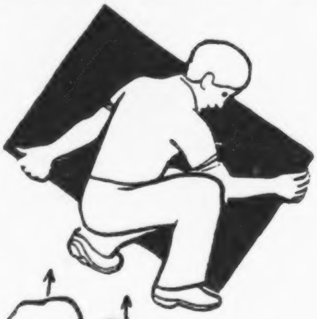
PICTURIZE:

Although words can create mental pictures, photographs, slices, drawings, cards or posters help to reinforce the message. They focus the image you are attempting to create clearly in the mind.

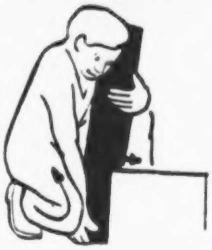
Keep the back straight as possible. Tuck in the chin.



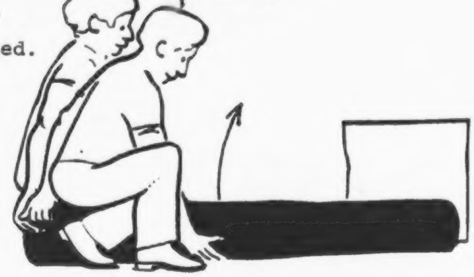
Carry the load close to the body.



Use the strong leg muscles rather than the weaker back muscles.



Always ask for help when needed.



PRESCRIBE:

When planning a lift, position yourself over the load with your feet apart with one foot slightly ahead of the other for balance. Bend the knees assuming a crouching position (not a stooping position) with the back kept as straight as possible. Grasp the object to be lifted in a manner that best balances and controls it.

Never twist your body in any direction while lifting or carrying a load. Change direction by moving your feet. Twisting puts extra strain on your back and greatly increases chances of injury.

NOTE: A simple demonstration of the foregoing would be most effective.

CLOSING:

Short summary. Tie back to the introduction. Leave a challenge. Your health and well-being cannot be replaced.

EXERCISE: INDUCTION TRAINING

OVERVIEW

INTRODUCTION

Once the decision to hire an employee, or change employees within an organisation, has been taken, what generally should follow is a process called INDUCTION TRAINING.

Induction is concerned with the problem of introducing and orientating a new employee to the job, the organisation as a whole, or both. In the past this step was considered of little consequence. Typically what happened, (and still continues to be the case in some organizations) was as follows:

> *"The applicant was hired and told to report to work in a specific place at a specified time. The new employee was required to find the way to the work-place, received a briefing from the new foreman, supervisor or manager, and was put to work. Gradually out of a basic need, the cafeteria, toilet, punch clock, etc. was located and procedures discovered."*

Too often the result of such an induction into an organisation resulted in the new employee 'quitting' within six months. A costly exercise for the organisation in terms of wasted time and poor public relations. More people quit in the first week than at any other time!

Research into the problem of retention of new workers and their associated problems has produced some interesting observations:

(1) People terminate their employment early because they feel inadequate through not knowing what is expected of them.

(2) An induction handbook, excellent though this aid may be, is not enough. People want to talk and relate early in their new job - not read a book on their own.

(3) Induction fills a socializing need for the new individual.

(4) Induction provides an opportunity for new workers to rationalize, integrate and agree on the organizations and their individual goals.

(5) The problems become obvious at the work-place through:
- confusion
- tardiness
- absenteeism
- wastage/low production
- rejected items, faults and damage
- personality clashes
- horseplay
- lack of self-confidence
- sullenness
- aggressiveness
- injuries

(6) The obvious competence of co-workers tends to increase a feeling of inadequacy.

(7) Learning saturation is high during the induction process, due to the range,

complexity and amount of information to be processed and retained.

(8) Induction training needs the same careful planning, preparation, and conduct as that associated with other job-training functions.

GENERAL PHASES OF INDUCTION

PHASE 1 The first phase of any induction program is normally conducted by the person or department most closely linked with actually hiring the new employee. It is concerned with some explanation of the company or organisation and its goods, services or products. Sometimes, a handbook is issued at this point, a tape/slide show is run, or even in large companies or organisations a film is shown. The purpose of these actions is to build up a sense of pride and interest from the onset. In addition, during this time, information is usually given concerning specific details, such as:

- Employee services and privileges
- Pay and pensions
- Health, welfare and sickness procedures
- Safety
- Special rules

This general introduction and orientation consumes time, during which the new employee accumulates knowledge, facts, and probably a substantial amount of literature; and not infrequently, anxiety and confusion. The message here is not to go from nil induction training to a point where too much is given, about too many topics, in too short a period.

PHASE 2 After a general introduction and orientation, the induction is continued by the job supervisor or foreman (job instructor). Proper workplace job-induction now takes place. The supervisor or foreman should never be too busy to assume responsibility for the induction of a new employee. However, this task can be given to another older competent employee but the responsibility cannot be delegated. In this phase begins the "fusion process", merging the new employee with the company, the supervisor, the job and fellow workers. This process is a two-way thing and requires acceptance by all parties. Induction in this phase takes quite a specific course and requires skills in job-instruction, motivation and human relations on the part of the instructor. The following specific detail is given:

- Department functions and facilities
- Work place functions and facilities
- Cafeteria and break times
- Locker room and showers
- Time clock
- Entrances and exits
- Customs, practices and rules
- Dress
- Meeting co-workers
- Job-instruction

In other words, the basic problem being resolved here, is the difficulty of adjustment to a new working environment. If the new employee is allowed the option to "sink or swim", problems already discussed will persist, often with "sinking" as the final result.

In a reported study conducted in the T.I. (Texas Instruments) plant in Texas U.S.A. on 400 new employees it was found:

(1) The first days on the job were an anxious and disturbing experience.

(2) Informal induction using unstructured and informal initiation by co-workers intensified the anxiety.

(3) New employees were reluctant to openly discuss or show these feelings of anxiety.

(4) Structured induction training by supervisors, where the supervisors encourage communication of these feelings and reassured the new employees, had the following result:

  - 40% less job-training time
  - after one month, 350% more production
  - 80% less absentee rate.

(5) Initial problems are largely caused by fear of the unknown and consequent anxiety.

PHASE 3 The follow-up. The complete induction process must provide follow-up for some period after the initial introduction and orientation. This is only logical and polite, and simply involves the overall question of "How's it going? Any problems I can help to resolve?" What this implies for the person responsible for the induction is concern with whether the new employee is reasonably well satisfied with their job and how successful the hiring has been. Such a follow-up should also include an assessment of job performance after some work experience. Some of the problems that can be highlighted by the follow-up are:

(1) Job was oversold at hiring.
(2) New employee was misled at hiring.
(3) Poor match of employee aptitude to the job.
(4) Personality or environment problems.

Quite often dissatisfactions can be cleared up by immediate action (information or explanation). In any event, follow-up shows new employees that you have a genuine interest in their wellbeing. This process alone will actually raise the level of satisfaction new employees feel with their job.

SUMMARY

Good induction is good sense. It is good for the organisation and a basic need of most, if not all, new employees. Proper orientation and introduction, both general and specific to the job, can be justified on a human relations and "dollars and cents" basis.

GETTING THE NEW PERSON OFF TO A GOOD START

FIRST IMPRESSIONS ARE LASTING

Many people have been in their jobs so long that they fail to remember how a employee feels. The day they arrived at their new job is now ancient history. This unintentional neglect of a new employee needs to be 'checked'.

The new employee wants to make good, to like the new job and associates. The supervisor or foreman is the symbol of the new worker's expectations. It is important to understand what this implies for the person conducting the new employee's induction process.

1. First Impressions Are first impressions lasting? The evidence says yes! - unless the first impression is strongly contradicted. Information obtained early in the stages of forming an impression about a new employee, is an important factor in the way following information about that person is perceived and treated. The tendency is to place more importance on early information and less on later, particularly if the latter is not compatible with the former.

   Everyone forms first impressions. Those responsible should be aware of the effects of first impressions; most significant is being perceptually ready to see the new employee in a particular way.

2. Projection Under certain conditions people tend to see in a new employee traits that they themselves possess. That is, they project their own feelings, tendencies or motives into their judgements of others. This is particularly true of unpleasant or undesirable traits which the perceiver often possesses but fails to acknowledge.

3. Stereotypes Stereotyping is the tendency for a person's view of a new worker being influenced by the social, ethnic, religious, etc., group to which the other belongs. Forming them according to some salient characteristic such as sex, race, religion, nationality, occupation, or affiliation. The supervisor's previous experience with others in that category leads to unfairly expecting the same behaviour or traits to be exhibited. Furthermore, there is a reluctance to expect or accept those traits which are felt to be uncharacteristic. Examples to illustrate this point are:

   (1) Redheads = short tempered
   (2) Negroes = good dancers
   (3) Germans = industrious
   (4) Americans = materialistic
   (5) Judges = wise
   (6) Fat people = lazy
   (7) Long hair = drugs.

   Stereotyping not only unfairly makes one see only certain traits in a new employee, it can also make it more difficult to recognise other behaviour and traits.

4. Halo Effect This refers to the tendency for an individual's evaluation of specific characteristics of another to be strongly influenced by the overall impression. For example, people tend to overestimate the performance and good qualities exhibited by a popular new worker and to underestimate the performance of a worker they do not take to.

FEELING AT HOME

Until the new employees gain a "feeling of belonging" they will not have been securely inducted into the new job. The factors necessary to produce satisfied and productive workers are:

(1) A balance in interest, capabilities and opportunities.

(2) Confidence in themselves.

(3) Training to meet the demands of the job.

(4) Knowledge and skills to produce a feeling of competence.

(5) Feeling of belonging and loyalty.

All of these development responsibilities are part of the tasks allocated to the person doing the induction training.

HOW TO START PERSONNEL ON NEW JOBS IN YOUR DEPARTMENT

1. WHO DOES THIS INCLUDE?

Anyone who changes jobs must make adjustments.

Helping personnel to make rapid good adjustments on the job is one of the supervisor's main responsibilities.

(1) New employees must make a big adjustment and need special help. They must adjust to new surroundings, new work and new people.

(2) Transferred workers from another department need help to adjust to a new job and new fellow workers. These people are often neglected.

(3) Transferred workers within a department must adjust to their new job.

2. WHEN?

Do it right away.
Immediate attention leads to good adjustments.
Delays can have a negative effect that take a long time to correct.

3. WHY?

A persons future worth to you as their supervisor and to the Company is largely determined by first impressions!

(1) New employees feel lonely, strange, confused, awkward, ignorant and nervous on the first day. Help to make them feel welcome and build up their confidence.

(2) Their attitudes are set toward learning the job, adjusting to a new supervisor and fellow workers and coming to work in a new environment.

(3) They usually come into a new job or department with an open mind. This offers an opportunity to train them with correct information. If you do not make good use of this opportunity, this void will be filled from other sources.

(4) The pattern of your relationship as supervisor with the new employees is established by how you act, talk and treat them from the first minute of the first day. It's up to you to make a good first impression.

(5) Good inducting pays off in shortening training time, lowering new employee turnover, and improving attitudes and adjustments to new jobs - it therefore helps by reducing these high costs.

4. WHAT?

The supervisor should start doing the following immediately:

(1) Get to know the new employees.
(2) Give them a feeling of confidence in themselves.
(3) Help them to know you and adjust to the new surroundings and co-workers.

(4) Make sure they have a complete knowledge of the conditions of their employment. Although this may be covered by the Personnel Department before you see them, review the points with them because they may not have remembered or understood what was said earlier.

(5) Give them a feeling of pride and interest in "The Company", "The Department" and "The Job". Make them feel glad they came to work.

(6) Give them a knowledge and understanding of work rules and policies.

(7) Teach them to do the job.

5. How?

PLAN: Give some advance thought to what you'll say and do. You'll do a better job, easier. Never try to do everything in one step. Good supervisors (job instructors) continually help their people.

(1) Take the time to get acquainted. First impressions are very important. Learn whatever you can about the new employee in advance. Greet them by name as though you are interested in them as a person. Find a place where you can talk comfortably and undisturbed.

(a) Get them started talking. Listen! Observe their reactions.

(b) Try to get to know them by asking appropriate questions:
Discuss their previous work experience.
Ask where they live and how they come to work. (Tell them about company parking and/or transportation.)
Find out about their family; children, etc.
Learn about their main outside interests and hobbies. (If recreation facilities exist, point them out.)

(c) Be yourself. Let the new people feel that they know and can trust you. Remember you are their security base in strange surroundings. Make sure they feel they can talk to you at anytime they need help.

(2) Use an Induction Procedure Checklist.

HOW TO START THE NEW EMPLOYEES RIGHT

In introducing the new employees to the job, the supervisor (instructor) must take:

FIVE STEPS

STEP 1 Establish Friendly Relations

1. Have friendly attitude
2. Tell new employee your name and position and get theirs
3. Shake hands - if it comes naturally
4. Show interest in them by asking friendly questions in natural conversation
5. Express sincere desire to help them make good
6. Tell them you'll welcome questions. Your impression on them is as important as their impression on you.

STEP 2 Explain Important Rules and Regulations

1. Attendance rules and records
2. Hours of work
3. Lateness
4. Leave
5. Smoking rules
6. Use of telephone
7. Any other office rules.

STEP 3 Tell Them about Employee Services and Opportunities

Sell the new employee on the future of the job, by presenting briefly information regarding:

1. Different kinds of holidays
2. Superannuation
3. Medical and health services
4. Recreational activities
5. Educational opportunities
6. Promotional opportunities
7. Value of work to community.

STEP 4 Explain Pay System

Be sure that new employees know -

1. What their pay rate is (Classification and Grade.)
2. How they are paid
3. When they are paid
4. Where they are paid
5. Annual increases
6. Overtime
7. That you will answer any pay questions that arise.

STEP 5 Acquaint New Employees with Places and Fellow Employees

Show them such locations as -

1. First-aid room
2. Wash room
3. Dressing room
4. Supply room

5. Attendance register
6. Cafeteria
7. Location of different offices.

Give all a personal introduction

1. To employees with whom they will work.
2. To employees they will need to contact.

The first responsibility in development of satisfied and efficient employees is to make them feel at home when they start their new job.

THE INTRODUCTORY BRIEFING

INTRODUCTIONS

A company's greatest asset is it's employees - not it's machines, plant, profit but people. People are the keystone to an organisation's capability to work together as a team. They are a priceless asset - we should never forget it.

Talking and listening are the basis of good communications and the first stage of successful induction training is to effectively brief the new employee on the requirements of the job. Briefing, to many people, means talking to someone about a job, but the initial briefing plays a bigger and more vital part. It is more - much more - than simply one person talking to another.

The initial briefing is a controlled conversation between two people aimed at:

1. Obtaining information (facts and explanations).
2. Passing on information (rules and procedures).
3. Clarifying information (listening and amplifying).
4. Confirming information (forming conclusions).

Although we may not fully realize it, the initial briefing is something that sets the standard from the day we start in an organisation until we leave.

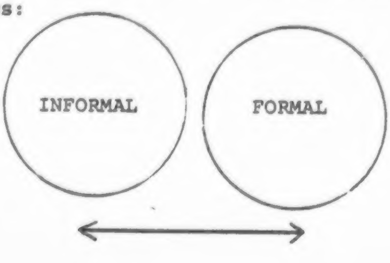
PRINCIPLES OF AN INDUCTION BRIEFING

The principles of an induction briefing are simple - so simple - that many people feel that training in the desired skills and knowledge is an insult to them. But the truth is, many of us break the most elementary principles of induction briefing by:

1. Talking too much and not listening.
2. Ignoring the new person's point of view.
3. Trying to impress not express.
4. Being too 'wordy' or 'jargony'.
5. Speaking too quickly.
6. Covering too much too early.
7. Being vague - protecting our expertise.
8. Being prejudiced - in our conclusions.
9. Forming early first impressions.
10. Ignoring signals of misunderstanding or disagreement.

TYPES OF APPROACH

There are many ways to approach the introductory brief, basically they fall into two related categories:



Some approaches are strictly formal others are completely informal. Practice has proven a combination of the two, where formality and informality are used flexibly as the situation demands, is a most effective technique.

INFORMAL BRIEFING

Informal briefing is perhaps the most common and it happens most of the time in a natural way. Here information is freely exchanged in an unstructured way. This method needs a certain discipline on the part of the instructor, strongly held reins and pet subjects will have to be held in check. After giving an informal briefing check to see if it stands up to these ten questions:

1. Did I get through to the employee?
2. Was it held at the right time, place, etc?
3. What did I aim to achieve?
4. Did I consider the other person?
5. Did he or she consider me?
6. How long did I take?
7. How long should I have taken?
8. What did it achieve?
9. If I could do it again, would I do it the same way?
10. Do I feel happy about the outcome?

At the very least these questions will ensure we do not take it all for granted! Because those who normally use a fully informal approach often:

1. Take too long.
2. Go off at a tangent and introduce irrelevant material.
3. Air their views too much.
4. Put the new employee's back up.
5. Often do more harm than good.

FORMAL APPROACH

The informal approach is by far the more difficult form of briefing for the instructor, but easier on the new employee. During the early days of the quest for a new job and eventual successful appointment, the new employee may experience a number of formal situations:

1. The selection interview.
2. A final departure interview from a previous job.
3. An early problem or appraisal interview.

The success factor in these communication settings depends on the skills of the interviewer, these same skills apply to the formal briefing situation. There are three basic steps to be followed:

1. Prepare yourself and the employee.
2. Brief to a script or plan.
3. Follow up and confirm.

All too often the bulk of attention is given to the brief and not enough to the other two.

PREPARATION

Preparation is being fully prepared and knowing clearly what you expect the new employee to achieve by the brief. Clarify your thoughts through asking:

WHAT: - is the purpose of the brief?
- are the points I must cover?

WHY: - do I want to cover them?
- does the employee have to learn them?

WHERE: - is the best place to do it?

WHEN: - is the best time to do it?

WHOM: - is it that I am briefing, and what personal details would help me?
- else is involved?
- needs to be advised of the outcome?

HOW: - will the learner know that the material has been learned?
- will I follow up?

CONDUCTING THE BRIEF

When you brief a new employee remember the new person can make a few mistakes but not you. The new employee is forming an opinion of you and the organisation so the following ten DO'S and ten DON'T'S will help.

DO:

1. Keep control of the brief.
2. Keep it short, sharp and conclusive.
3. Set the tone and pattern.
4. Be cool, calm, patient and impartial.
5. Put employee at ease.
6. Avoid interruptions.
7. Listen and allow the employee to talk.
8. Advise employee of next action.
9. Advise of progress.
10. Invite them to come back and ask questions.

DON'T:

1. Dominate, argue or lose your temper.
2. Air your views.
3. Jump to conclusions.
4. Allow personal likes and dislikes to cloud your judgement.
5. Interrupt.
6. Ask dishonest or loaded questions.
7. Prolong the brief unnecessarily.
8. Make promises you don't mean to keep.
9. Let the brief fade-out.
10. End on a 'high-note'.

FOLLOW UP THE BRIEF

The introductory brief is only a means of introducing a new employee to the job, a means of gathering and passing on relevant information. It is a means to an end and the end is good results in the new job. The instructor has still to:

1. Consider the outcome of the brief.
2. Consider any valued judgements that are made.
3. Formulate thoughts on what action, if any, needs to be taken by the Employee? Others? When? How?
4. Confirm the brief was successful.
5. Ensure the results of the brief are clear to the employee.
6. Consider where, how, etc. future briefs could be improved.

How the employee feels at the end of the brief is important, because little good will come of the process if it leaves them with questions unanswered or frustrated.

CONCLUSION

The induction brief is a tool to obtain and pass on information. Like any other tool it has to be used with skill in the approved manner. Badly or carelessly used it can do more harm than good. Properly used, the induction brief can collect and distribute in a quick, effective and highly enjoyable way.

MODULE TUTOR	M_1	M_2	M_3	M_4	M_5	TUTOR TOTAL
A		▨				
B			▨			
C				▨		
D					▨	
GROUP TOTAL						

GROUP No. ______________________

SYND. NO; ____

SYND. LETTER: ____

EXERCISE: INDUCTION TRAINING QUIZ

'INSTRUCTIONS'

1. Read questions carefully. Decide if the statements are True or False.
2. Answer all questions by marking either 'T' or 'F' in the ANS column.
3. Do not compare or discuss answers with any other course member.
4. Cover your paper when completed.
5. Follow the marking instructions given by the Tutor.

SCORES:

MODULE 1 ____

MODULE 2 ____

MODULE 3 ____

MODULE 4 ____

MODULE 5 ____

TOTAL: ____

MODULE 1	ANS
1. Induction training is a process that is used only for new employees.	F
2. It takes at least a week for a new employee to decide if they like the new job.	T
3. Issuing an induction handbook is a sound way to introduce new employees to the job.	F
4. Responsibility for induction training can sometimes be given to an older, reliable employee.	F
5. The third phase of induction training is called the 'Follow-Up' phase.	T
6. The main purpose of the 'follow-up' phase is to highlight any job related problems the new employee may have.	T

MODULE 2	ANS
1. First impressions are usually lasting and rarely changed.	T
2. 'Projection' is a behaviour some trainers have where they try to see in the new employee their best points.	F
3. Stereotyping your views of a new worker's characteristics is often influenced by the social group they belong to.	T
4. Previous experiences of a trainer or supervisor will reduce stereotyping habits.	F
5. Halo Effect is the tendency of an individual to regard a person as a good employee on the basis of one strong point.	T
6. Above all the first rule for induction training is, "A happy worker is a productive worker".	F

MODULE 3	ANS
1. One of a supervisor's main jobs is to help people to rapidly adjust to a new job.	T
2. Give the new employee a few days to settle before starting the 'adjustment' training for a new job.	F
3. First impressions by a new worker are soon modified by good induction training.	F.
4. Good induction training can reduce labour turnover costs.	T
5. The supervisor should introduce the new worker to co-workers as the first stage of the induction process.	F
6. Planning for Induction Training means - giving some advanced thought on what you'll say and do.	T

MODULE 4	ANS
1. In introducing the new employees to the job, the instructor must take five planned steps	T
2. The first step is to always explain the rules.	F
3. New employees can be 'sold on the job' by discovering Employee Services and Opportunities.	T
4. The instructor should not enter into discussions on pay matters. That is the boss's or pay office task.	F
5. The new employee should be introduced to everyone with whom they work or will have contact.	T
6. The first responsibility in the job-induction process is to develop a happy employee.	F

MODULE 5	ANS
1. A company's greatest asset is its shareholders capital.	F
2. "Job Induction Briefing" means talking to someone about a job.	F
3. There are Ten Principles of Induction Briefing.	T
4. There are two types of approach to induction briefing - General and Specific.	F
5. Quite often people who conduct induction briefs take too long and air their views too much.	T
6. The three basic steps to be followed in a formal form of briefing are: 1. Prepare -. 2. Brief -. 3. Follow up -.	T

CASE STUDY: ANALTERNATIVE YOU CAN USE.

The Case of John W.A. case study in human relations involving employee training, with questions for you to answer.

When the Grimes Refrigerator Co. plant switched over from batch spray-painting to a continuous automatic-spray line, the number of painters was reduced from twenty-three to five. All of the displaced painters were placed in other jobs throughout the plant. One of the displaced painters, John W., was assigned to the cabinet department to learn the job of a class B spotwelder.

When John reported to the cabinet department, Bill Mollier, his new foreman, said to him, "I don't know whether you'll stay here for keeps. We're a little slow now and we really don't need an extra welder. But in the meantime, I'll see that you get a place to hang your hat and a bench to sit at". So for the first few days all John did was to stand around and watch the other welders. Finally, at the end of the week, Bill told John "I've got good news for you. Work is picking up in our department and we'll be able to put you to work for real on Monday".

On Monday, Bill assigned John to a welding machine. It was a very simple rig. All the operator needed to know was how to slide a metal refrigerator panel into a jig, clamp on the holding mechanism, and punch an electric switch. The welding was done automatically. When the weld had been made, an air blast automatically ejected the panel onto a moving belt.

"Here", said Bill to John, "watch me do this operation. It's as easy as ABC. A moron could do this job if he'd just learn these three steps. In fact, I sometimes think a moron would be better at it than a normal person". Bill demonstrated the three steps very slowly to John. As he did each step, he explained what was happening. After he'd repeated the operation a half dozen times he got up from the machine and said to John, "Now you try it". John did it right the first time he tried. With Bill standing by, he welded twenty panels without mishap. "There," said Bill, "I told you there was nothing to it. You'll be able to do this job in your sleep." That was the last time John saw Bill to speak to until Friday.

Between Monday morning and Friday, these things happened to John:
The air ejection mechanism jammed twice, and he had to get a coworker to show him how to free it. Several panel sheets came to him that looked slightly shorter than the others, but he welded them just the same and sent them ahead to the next operation. On Friday, as he was sliding a sheet into the machine, a sharp edge caught the fleshy part of his thumb and ripped a one-inch gash in it. That was when Bill found time to talk to John again.

1. How do you think John feels about his new job? His new Boss?
2. In what way were the incidents that happened to John between Monday morning and Friday afternoon related to his training?
3. What was wrong with the way Bill trained John to operate the welding machine?
4. If you were Bill, what would you have done that he didn't do?

DISCUSSION GUIDE: AN ALTERNATIVE EXERCISE

GROUP DISCUSSION

NEW EMPLOYEE INDUCTION

WHAT MAKES PEOPLE TRAIN WELL?

1. Think of some of the bosses you have worked for. Make a list of some of their induction training practices which have annoyed or upset you.

2. Consider either your own job or that of your colleagues. Where and how did you start to learn most of your current job knowledge and skills.

3. What sometimes makes you fed-up or frustrated with your job? What do you like the least about your job? What do you like best about your job? How does it make you feel good. How can you use this information in your induction training.

4. In the light of your own experience what do you consider are important factors in dealing with the task of starting people to do their new job.

SESSION 13

THE CONCLUDING SESSION

THE INTRODUCTORY SESSION

GETTING IT STRAIGHT

COMMUNICATIONS, MOTIVATION & HUMAN RELATIONS

THE LEARNING PROCESS THE LEARNER & THE JOB-INSTRUCTOR

THE TEN PRINCIPLES OF GOOD JOB-INSTRUCTION

INSTRUCTIONAL METHODS

AIDS TO INSTRUCTION

PREPARATION FOR THE JOB-INSTRUCTION

CONFIRMING THE LEARNING

ADMINISTRATION TASKS ASSOCIATED WITH JOB-INSTRUCTION

HOW AM I DOING? A PRACTICAL EXERCISE

HOW AM I DOING? A KNOWLEDGE BASED EXERCISE

THE CONCLUDING SESSION

we are here

1 The closing overview
2 Reaction Questionnaire
3 Class debriefing
4 Follow up action
5 Course Administration

THE CONCLUDING SESSION

SYNOPSIS

This session is as important as the Introductory Session. Moreover, without a good conclusion your course will leave students with an "untidy feeling", that is something of an anticlimax to an otherwise effective course. It will be conducted along the following lines:

1. Recapitulation. TELL THEM - WHAT YOU TOLD THEM, and issue the VTC checklist 'On-The-Job Instructing'.
2. Revisit formerly set in-course and post-course objectives.
3. Completion of student reaction questionnaire (reactionnaire).
4. Student debriefing (general only at this stage).
5. Explain long term follow-up planned by the VTC and solicit their co-operation.
6. Issue Certificates of Attendance to all successful students.

OBJECTIVES OF SESSION 13

Upon completion of this session:

the tutor will be able to:

1. register the immediate reaction of the students to the course.
2. analyse the results of the student reactionnaire and revise the course material if it is required.
3. report on the conduct of the course if required.

the students will:

1. be able to recall the course topics and relate them to their post-course objectives.
2. have registered their immediate reactions to the Basic Instruction Course.

MEASUREMENT

1. All students are to complete reaction questionnaire.

MATERIALS

1. OHP transparencies as required (Enclosure 39)
2. Student Reactionnaire, (Appendix 1).
3. Student Reactionnaire Analysis Sheet, (Appendix 1).
4. Signed Certificates of Attendance (Appendix 2.

1 THE CLOSING OVERVIEW

SUBJECT EXPLANATION

'TELL THEM WHAT YOU TOLD THEM'.
BRIEFLY OUTLINE THE COURSE AND RELATE THE COURSE TO THE VTC HANDBOOK 'ON-THE-JOB TRAINING A GUIDE FOR INSTRUCTORS'

AN OVERVIEW: COMPONENTS OF THE JOB INSTRUCTION GUIDE

ELEMENT PRESENT IN THE JOB-INSTRUCTION SETTING	1	The Training Process
	2	The Learning Process
	3	The Mechanics of Learning
	4	The Learner
	5	The Job-Instructor
COMMUNICATIONS, MOTIVATION AND HUMAN RELATIONS	1	Communications: An instructors tool of trade
	2	Motivation and Human Relations
TEN PRINCIPLES OF GOOD JOB-INSTRUCTION	1	Brief history of job-instruction
	2	Setting the Aim
	3	Planning and Preparation
	4	Present new information in sequential steps
	5	Maintaining Interest
	6	Use the Correct Senses
	7	Create an active environment
	8	Keep it simple
	9	Confirm at each stage
	10	Allow learners to proceed at their own rate
INSTRUCTIONAL METHODS	1	Which Method?
	2	The Theory Lecture Method
	3	The Theory Lesson Method
	4	The Demonstration
	5	The Practical Lesson
	6	Individual Instruction
	7	The Discussion
	8	Programmed Learning
	9	Questions and Revision
	10	Using your Voice
AIDS TO THE JOB-INSTRUCTION	1	Range of Aids
	2	How do they help a learner?
	3	Notes and Precis
TACKLING THE JOB-INSTRUCTION	1	Preparation
	2	How to make a Job Breakdown
	3	How to make a Training Task Breakdown
	4	Self Preparation
CONFIRMING, RECORDING AND ADMINISTERING THE JOB TRAINING	1	Confirmation
	2	Fault recognition and analysis
	3	Administration associated with job-instruction

CLASS TASK

2 STUDENTS INDIVIDUALLY COMPLETE 'STUDENT REACTIONNAIRE, (APPENDIX 1).

TUTOR COLLECT REACTIONNAIRES WHEN THESE ARE COMPLETED.

CLASS TASK

3 STUDENT DEBRIEFING. TUTOR AND CLASS TALK THROUGH ANY COMMENT, VIEWS. REVISIT THE FORMERLY SET IN-COURSE AND POST-COURSE OBJECTIVES, WERE THE IN-COURSE ONES SATISFIED?

TUTOR AND CLASS TALK THROUGH ANY VIEWS, COMMENTS, SUGGESTIONS, ETC., ON THE WAY THE COURSE WAS CONDUCTED.

NOTE: *There will always be isolated cases of "more of this" or "less of that", treat such comment in the same manner as sincere but irrelevant questions. Look for strong consensus views that will support written reactions.*

4 FOLLOW UP ACTION

SUBJECT EXPLANATION

TUTOR TO EXPLAIN THE PROGRAMME OF FOLLOW UP ON COURSE MEMBERS BEING CONDUCTED BY THE V.T.C. TO ENSURE THE COURSE IS MEETING THE NEEDS.

1. TUTOR IS TO BRIEFLY OUTLINE THE ROLE OF THE V.T.C.
2. SHOW HOW THE FOLLOW UP WILL WORK USING LETTER/QUESTIONNAIRE METHOD.
3. HIGHLIGHTING THE IMPORTANCE OF THOSE ATTENDING THE COURSE RETURNING THE QUESTIONNAIRE.

5 COURSE ADMINISTRATION

SUBJECT EXPLANATION

1. ISSUE ATTENDANCE CERTIFICATES, (APPENDIX 2).
2. THANK ALL FOR THEIR INPUT AND OFFER TO SORT OUT INDIVIDUAL PROBLEMS AFTER THE COURSE.

CLOSE THE COURSE

NOTE: *Last part of the course could be attended by VTC and I.T.B. representatives. The role of the VTC could be explained by the regional liaison officer.*

APPENDIX 1

STUDENT REACTION QUESTIONNAIRE "REACTIONNAIRE"

STUDENT 'REACTIONNAIRE'

INTRODUCTION

This is an important document for the course tutor, and skill in the area of this questionnaire will help you decide, in a valid and reliable manner, how students '*felt*' about the course. Students' feelings and attitudes towards a course are important; they indicate the "hidden mood" and how positively they feel towards the topic on leaving the training setting.

To measure the attitudes of the students on your course try using this validated Student Reactionnaire. Its reliability has been proven, (through research into this type of questionnaire at Michigan State University) and its principle attraction is that it is easy to use.

INSTRUCTIONS

The use of 20 simple questions give sufficient coverage of the areas of interest, without exhausting the student. Each question has an *ideal* answer which may be "*strongly agree*" *or* "*strongly disagree*". *An ideal* course would invoke 20 ideal responses from all of its students. As we do not live in an "ideal world", chances are results from the use of this questionnaire will vary in relation to the quality of your course.

A well conducted course will result in a positive response to most of the 20 questions (70% or greater of students respond with ideal or one mark from the ideal i.e. SA, A or SD, D.)

A poorly conducted course will result in a negative response to many of the 20 questions (30% or greater of students respond by two or more marks from the ideal).

FOR EXAMPLE:

Question 2 You would hope that all students know what is going on all the time.
So the: ideal answer would be - SD.
good answer would be - D.
If 70% or more of your students respond SD or D then this area of your course is O.K. If however, a student responded SA, A, or U (e.g. two or more marks from the ideal) then this question must be recorded on your tally sheet, against the students name. If it transpires that 30% or more students respond in the same manner (i.e. SA, A, or U) then this area must be entered on your analysis sheet as a possible problem area.

The tally Sheet will indicate to you at a glance if one or two members are distorting the result by continually answering in the opposite vein to the ideal (for what ever reason, and there could be many) or whether the negative responses are distributed. It will also indicate the "strength" of feelings in certain areas.

The analysis sheet summarises the review areas shown by the tally sheet, these should be ranked in terms of their magnitude of negative response. For example if everyone in the class responded to question 20 by marking SD, then you had better brush up on your group task skills! What you decide to do in response to the information revealed by this reactionnaire is *your management* decision.

Finally, a word of warning. Ensure the students understand your instructions on how to complete the questionnaire. An OHP transparency is very helpful here.

After completing the data analysis you should look at the students' narrative responses. In many cases these will have been covered in the analysis. Often, however, students' comments focus on very personal problems, emphasis or lack of emphasis etc. This is an important facility for the student who is often trying to communicate to you a reason for a lack of understanding in a certain area. Follow-up action at a later date could be aided by these comments.

APPENDIX 1 (3)

CONFIDENTIAL

STUDENT REACTIONNAIRE

NAME (OPTIONAL BUT PREFERRED): .... DATE ....

COURSE TITLE: ....

Please be frank and honest in answering the following questions. Remember, you are our prime source of information regarding what needs to be revised.

KEY: SA means you strongly agree; A means you agree; U means you are uncertain; D means you disagree; and SD means you strongly disagree.

1. I had sufficient briefing from my boss to prepare me for this course ... ...
SA A U D SD

2. I was often unsure of what, exactly, I was supposed to be learning. ... ...
SA A U D SD

3. Listening to the Tutor and watching the OHP transparencies was often boring. ... ...
SA A U D SD

4. This course was very well organized. The sessions were highly related to each other. ... ...
SA A U D SD

5. There was too much information in this course. ... ...
SA A U D SD

6. There was not enough group task work on the course. ... ...
SA A U D SD

7. Parts of the lessons were unclear. I often had to ask another course member for help. ... ...
SA A U D SD

8. The group tasks were well designed. I could easily follow the instructions and perform the exercises. ... ...
SA A U D SD

9. Often the theory lesson and exercises seemed unrelated to each other. ... ...
SA A U D SD

10. The examples used to illustrate main points were excellent. ... ...
SA A U D SD

11. The vocabulary used contained many unfamiliar words. I often did not understand what was going on. ... ...
SA A U D SD

12. An end of session quiz did a good job of testing my knowledge of the main points. ... ...
SA A U D SD

13. The amount of theory lesson time on the course was too high.
... ...
SA A U D SD

14. Many of the things I was asked to do, or questions I was asked to answer during the course seemed like needless work.
... ...
SA A U D SD

15. At the end of the course I am still very uncertain about a lot of things.
... ...
SA A U D SD

16. I believe I learned a lot, considering the time spent on this course.
... ...
SA A U D SD

17. I would recommend extensive modifications to the course before using it with other students.
... ...
SA A U D SD

18. After completing the course, I am more interested in and/or favourably impressed with job-instruction than I was before.
... ...
SA A U D SD

19. The objectives of the course were of great interest to me personally.
... ...
SA A U D SD

20. I liked the way this course was conducted, using group tasks and group competition.
... ...
SA A U D SD

NARATIVE SECTION

21. Please summarize in one brief statement your overall reaction to the course.

22. In one sentence, state what you believe to be the best or most interesting feature of this course.

23. In one sentence state what you believe to be the least attractive feature of this course.

24. Write below any suggestions or changes you would make if you were tutoring the course:

SUGGESTION/CHANGE	REASON
1.	....
2.	....
3.	....
4.	....

APPENDIX 1 (5)

STUDENT REACTIONNAIRE TALLY SHEET

COURSE TITLE: ....

NOTE: Record only questions where students deviated from the ideal answer by two or more marks.

STUDENTS	QUESTIONS																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				
14.																				
15.																				
16.																				
17.																				
18.																				
% Deviation (30% ≥ enter in analysis sheet)																				

STUDENT REACTIONNAIRE ANALYSIS SHEET

COURSE TITLE: .... DATE: ....

NOTE: Rank order is established by recording the question for which most deviation was recorded as first and so on.

RANK ORDER	TYPE OF PROBLEM	PROBABLE SOLUTION

APPENDIX 2

CERTIFICATE OF ATTENDANCE

ACKNOWLEDGEMENTS

This course tutor guide has been prepared by Peter Mason, who was contracted by the New Zealand Vocational Training Council to design and develop a course for part-time instructors and a guide manual containing the necessary material to conduct the training.

A project such as this, while prepared by an individual, is, of course, the result of assistance given by many people and organisations - especially members of the Instructor Training Working Group. Where appropriate, specific acknowledgements are expressed in the guide. However, in particular, the following sources of information and assistance are greatfully acknowledged:

- Royal Signals Handbook (U.K.).
- Chemical and Allied Products Industry Training Board (U.K.).
- The Food, Drink and Tobacco Industry Training Board (U.K.).
- Industrial Training Service, N.Z. Department of Labour.
- Engineering Industry Training Board.
- Apparel Industry Training Board.
- Distribution Industry Training Board.
- United Kingdom Department of Employment - Instructors Training College.
- Institution of Electrical and Electronics Incorporated Engineers - Bulletins on Training.
- Royal New Zealand Air Force Teaching Practice School.

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ENCLOSURE 1

EXERCISE PACKAGE COVER

EXERCISE TITLE ______________________________

PACKAGE OR MODULE NUMBER ____________________

SESSION:

① INTRODUCTORY SESSION

SCOPE:

(1) NEED FOR BASIC INSTRUCTION COURSE.

(2) MUTUAL INTRODUCTION.

(3) BROAD LOOK AT JOB INSTRUCTION.

AIM:

COURSE MEMBERS ARE TO:

(1) EXPLAIN THE NEED FOR A B.I. COURSE.

(2) FORM A WORK GROUP FOR THE COURSE.

(3) WRITE IN-COURSE & POST COURSE AIMS.

(4) STATE THEIR REASONS FOR ATTENDING THE COURSE.

METHOD:

(1) TUTOR INTRODUCTION.

(2) FILM - EXERCISE.

(3) GROUP EXERCISE & DISCUSSION

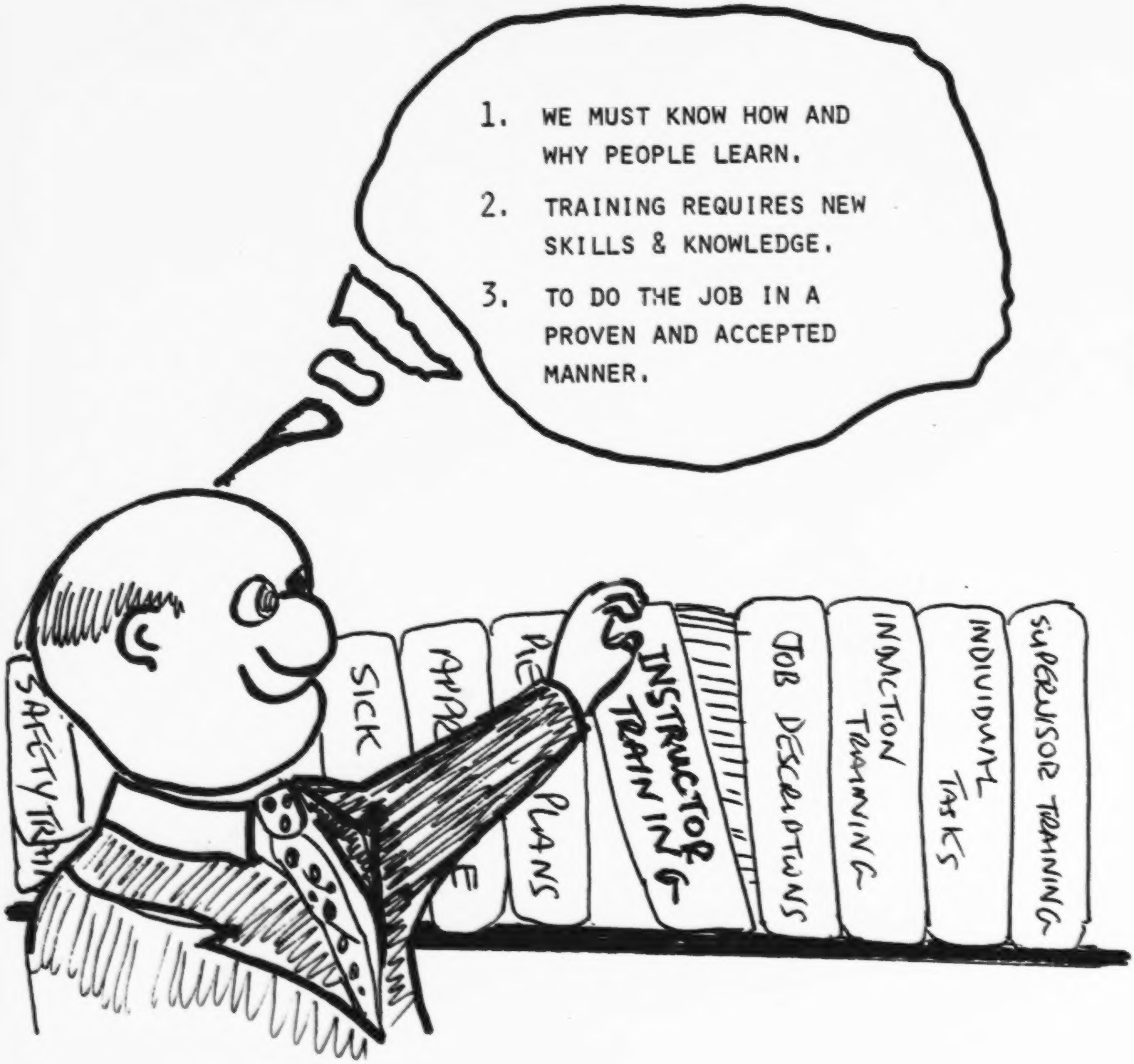
ENCLOSURE 3

INTRODUCTING MYSELF FORM

NAME:

	TOPIC	MY REPLY
PART 1	Reason for attending the course:	
PART 2	Present position and company	
	Where I was born and where I now live?	
	Married, Single - How many children?	
	Educational background and training.	
	Brief work history:	
	Interests, sports and community activities:	
PART 3	In-course objective:	
	Post-course objective:	

WHY TO WE NEED A JOB-INSTRUCTION COURSE


1. WE MUST KNOW HOW AND WHY PEOPLE LEARN.
2. TRAINING REQUIRES NEW SKILLS & KNOWLEDGE.
3. TO DO THE JOB IN A PROVEN AND ACCEPTED MANNER.
SAFETY TRAI
SICK
AWAR E
PE PLANS
INSTRUCTOR TRAINING
JOB DESCRIPTIONS
INDUCTION TRAINING
INDIVIDUAL TASKS
SUPERVISOR TRAINING

SESSION: ② GETTING IT STRAIGHT.

SCOPE:

(1) SORTING OUT SOME OF THE "WORD" AND "TERMS" PROBLEMS.

(2) DEFINING THE TERMS:
TRAINING - LEARNING & EDUCATION.

AIM:

COURSE MEMBERS ARE TO:

(1) DEFINE THE ABOVE TERMS AS THEY RELATE TO JOB-INSTRUCTION.

(2) RECALL SIGNIFICANT POINTS RELATING TO THE USE OF THE TERMS.

METHOD:

(1) INDIVIDUAL TASKS.

(2) TUTOR LECTURE.

(3) GROUP EXERCISE & DISCUSSION OF RESULTS.

TRAINING IS A METHOD OF IMPROVING
INDIVIDUAL PERFORMANCE VIA THE SYSTEMATIC
MANAGEMENT OF THE LEARNING OF NEW
BEHAVIOUR TO MEET THE ORGANISATION'S
AND INDIVIDUAL'S GOAL.

TRAINING IS

A method of improving individual performance via

the systematic

management of learning

of new behaviour

to meet the organisation and

individual's needs

TRAINING SYSTEM:

1. Everyone is expected to succeed.
2. Those who have difficulty are given further coaching until they do succeed.
3. Those who learn easily reach the standard sooner or with less help from the Trainer.
4. The final standard is such that everyone can attain it.
5. The end of course marks are all 100 per cent.

EDUCATION SYSTEM:

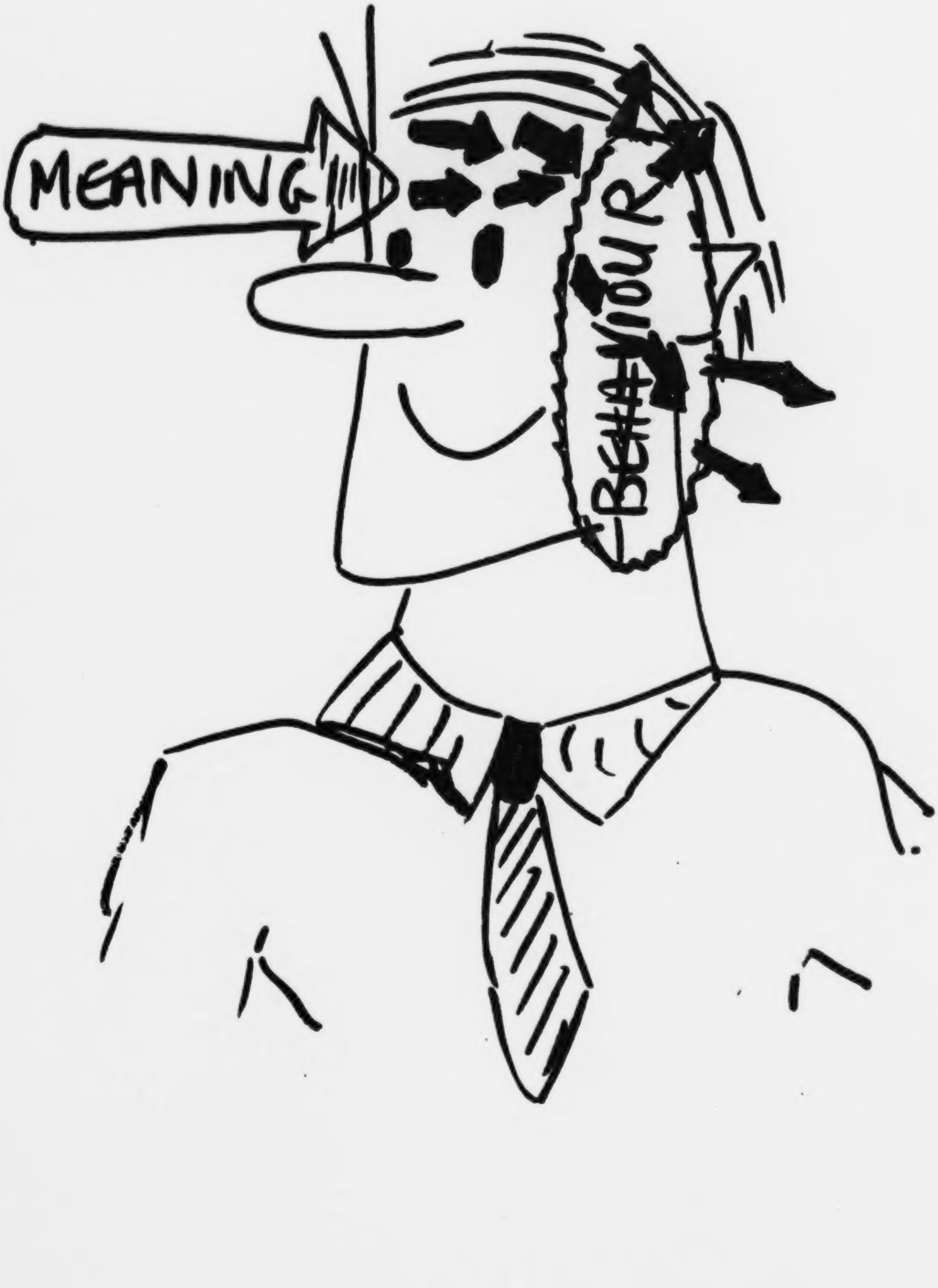
1. Everyone is assumed to reach a standard matched to their natural abilities.
2. Those who have difficulty are directed to other topics.
3. Those who learn easily cover more topics in the time allowed.
4. The final standard is expressed as a pass mark which is based on statistical averages.
5. The end of course marks, by tradition, range from about 10 per cent to 85 per cent.

1 KNOWLEDGE ACQUIRED BY SYSTEMATIC STUDY IN ANY FIELD OR FIELDS OF ACADEMIC APPLICATION TO ADD NEW MEANING.

2 THE ACT OR PROCESS OF ACQUIRING NEW KNOWLEDGE OR SKILLS.

3 CHANGING BEHAVIOUR THROUGH INTERACTION.

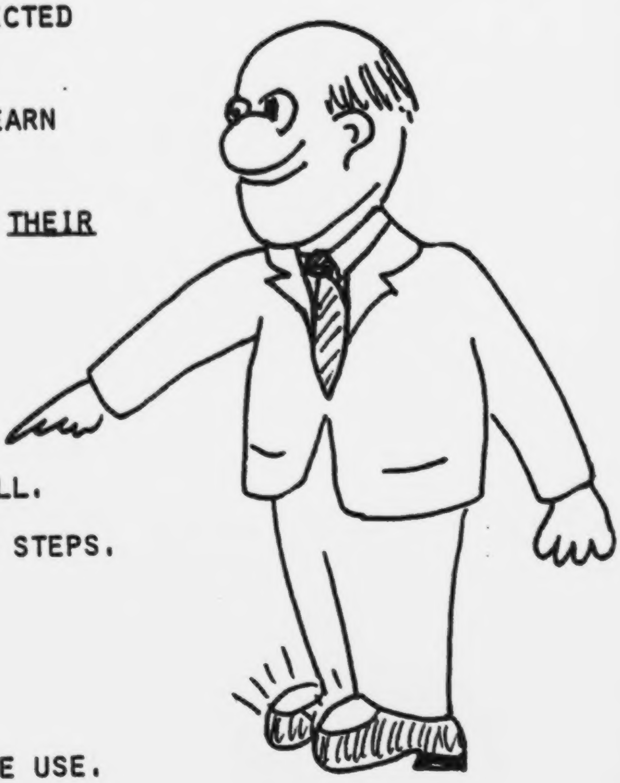
PROCESS OF LEARNING



PRINCIPLES OF LEARNING

LEARNER

1. ONLY THE LEARNER CAN LEARN
2. LEARNERS LEARN BEST WHEN THEY KNOW WHAT'S EXPECTED OF THEM.
3. MOTIVATED LEARNERS LEARN BEST.
4. PEOPLE LEARN BEST AT THEIR PACE.



MATERIAL

1. IT MUST BE MEANINGFULL.
2. MUST BE OPTIMUM SIZE STEPS.

TECHNIQUES

1. WE LEARN BEST WHAT WE USE.
2. WE LEARN BEST WITH FEEDBACK.
3. PRACTICE REINFORCES LEARNING.
4. PRACTICE ON-THE-JOB IS BEST.

SESSION: ③ COMMUNICATIONS, MOTIVATION AND HUMAN RELATIONS.

SCOPE:

(1) THE COMMUNICATION PROCESS.
(2) COMMON BARRIERS TO COMMUNICATIONS.
(3) IMPROVING YOUR COMMUNICATIONS.
(4) MOTIVATION - YOUR KNOWLEDGE OF PEOPLE.
(5) HUMAN RELATIONS - WHY IS IT IMPORTANT?

AIM:

COURSE MEMBERS ARE TO:

(1) EXPLAIN THE NEED FOR GOOD COMMUNICATIONS.
(2) IDENTIFY COMMON PROBLEMS & BARRIERS.
(3) IDENTIFY MOTIVATIONAL FACTORS IN THE JOB TRAINING TASK.
(4) IDENTIFY HUMAN RELATIONS FACTORS PRESENT IN THE TRAINING TASK.

METHOD:

(1) CLASS/INSTRUCTOR EXERCISE.
(2) GROUP EXERCISE AND QUIZ.
(3) RESULTS AND DISCUSSION.

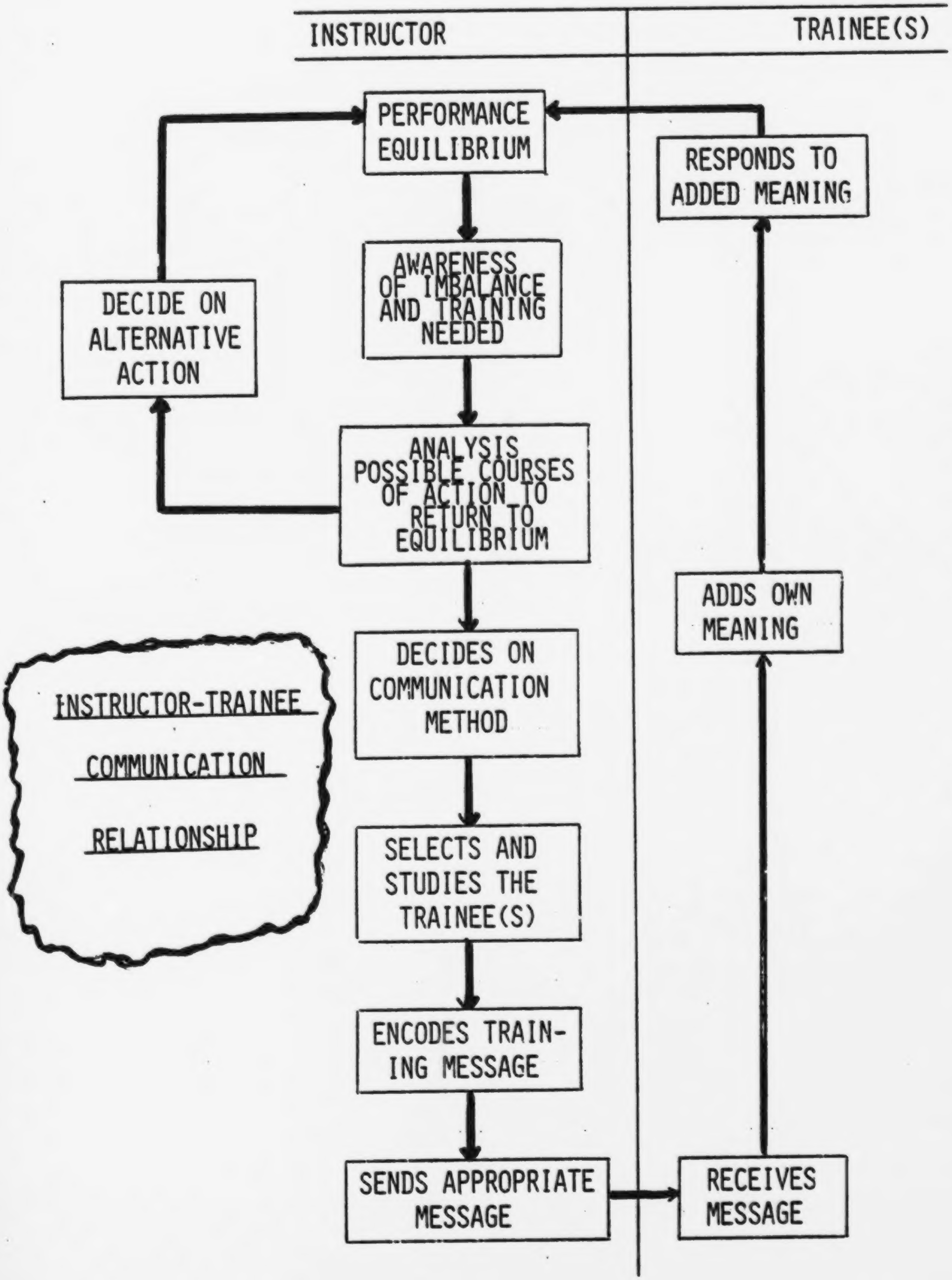
1. DEFINITION OF THE TERM COMMUNICATIONS.

2. THE COMMUNICATIONS CIRCUIT.

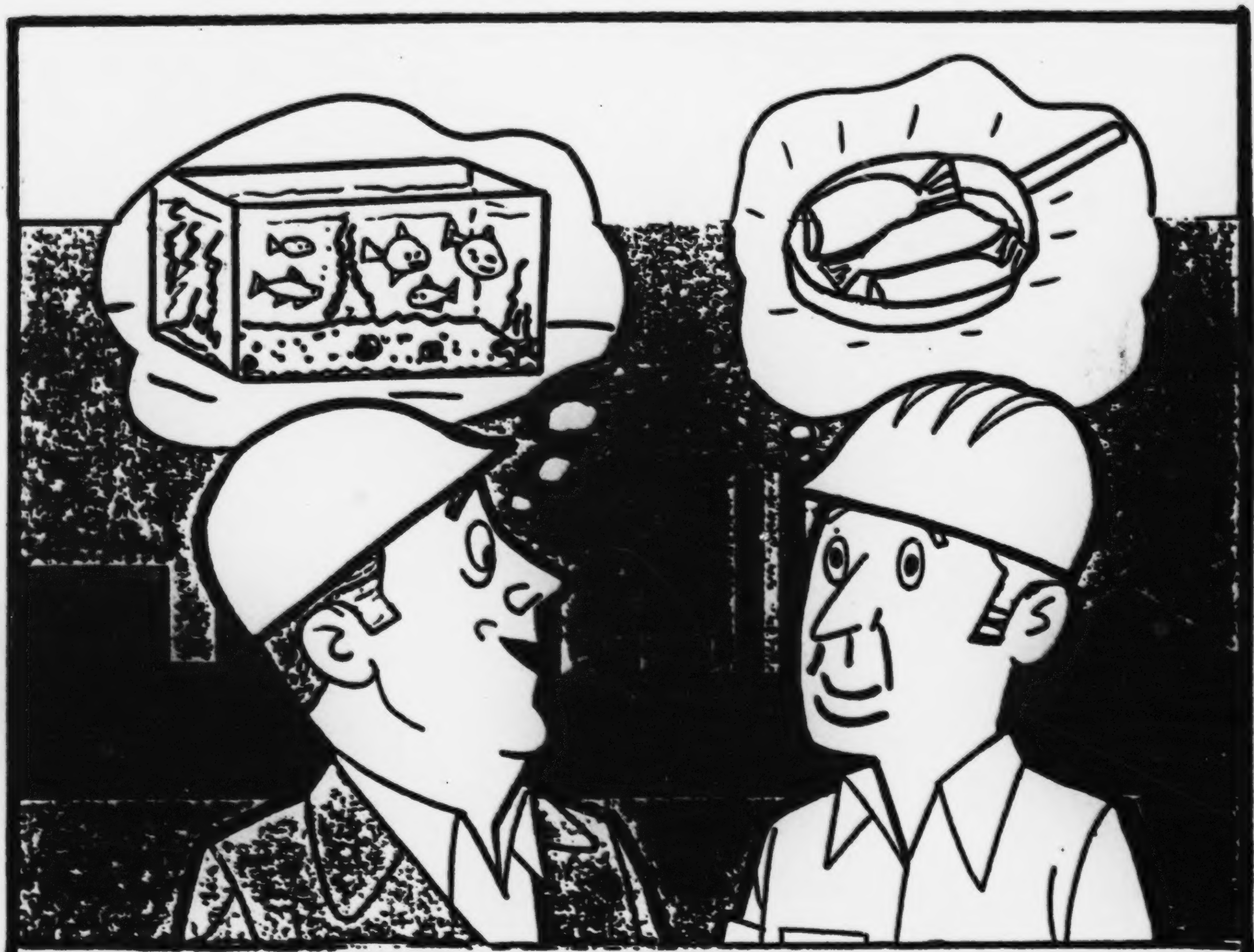
3. PROBLEMS AND BARRIERS TO EFFECTIVE COMMUNICATIONS.

4. HOW TO IMPROVE YOUR COMMUNICATIONS.

ENCLOSURE 13


INSTRUCTOR-TRAINEE COMMUNICATION RELATIONSHIP
INSTRUCTOR
TRAINEE(S)
PERFORMANCE EQUILIBRIUM
AWARENESS OF IMBALANCE AND TRAINING NEEDED
DECIDE ON ALTERNATIVE ACTION
ANALYSIS POSSIBLE COURSES OF ACTION TO RETURN TO EQUILIBRIUM
DECIDES ON COMMUNICATION METHOD
SELECTS AND STUDIES THE TRAINEE(S)
ENCODES TRAINING MESSAGE
SENDS APPROPRIATE MESSAGE
RECEIVES MESSAGE
ADDS OWN MEANING
RESPONDS TO ADDED MEANING

ENCLOSURE 14

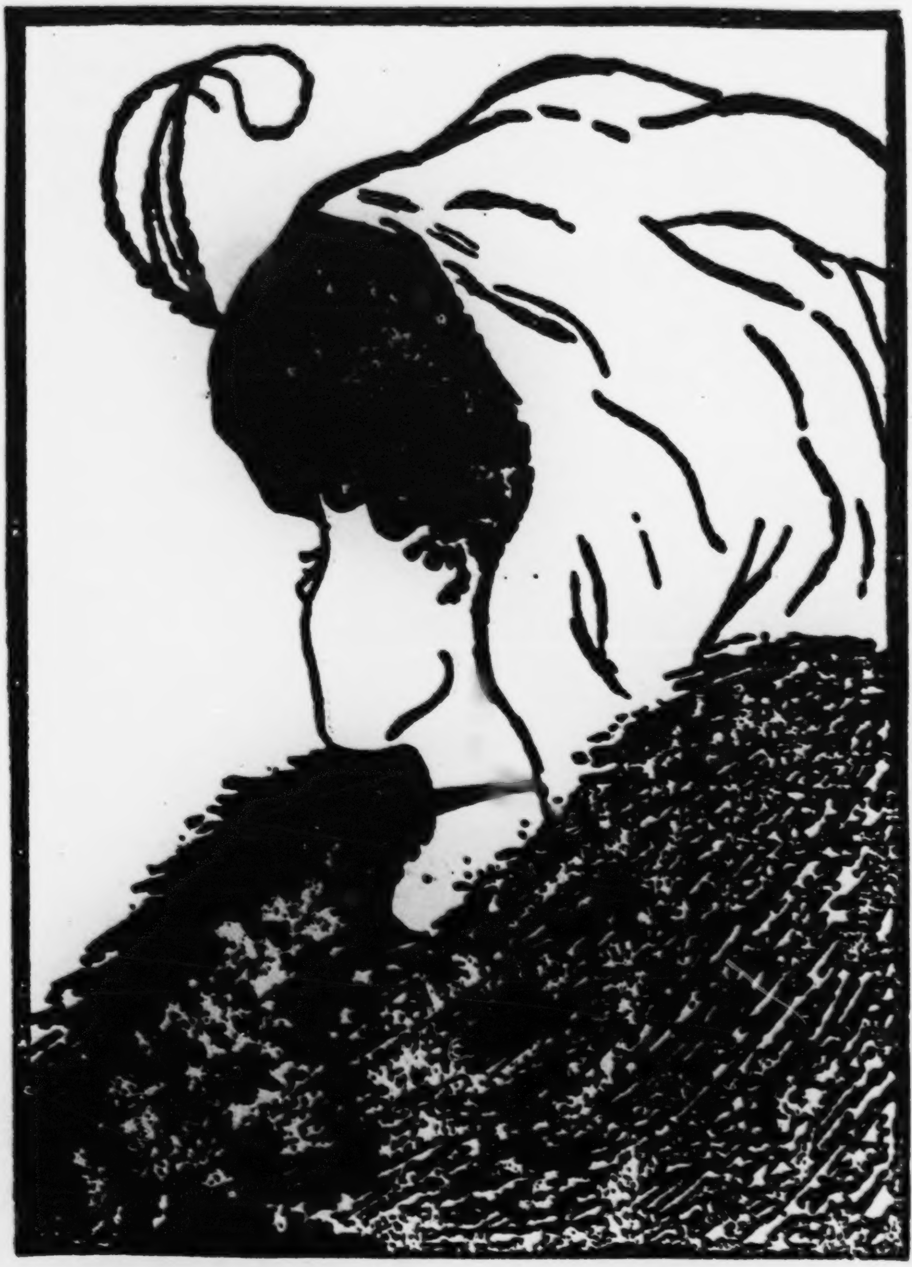


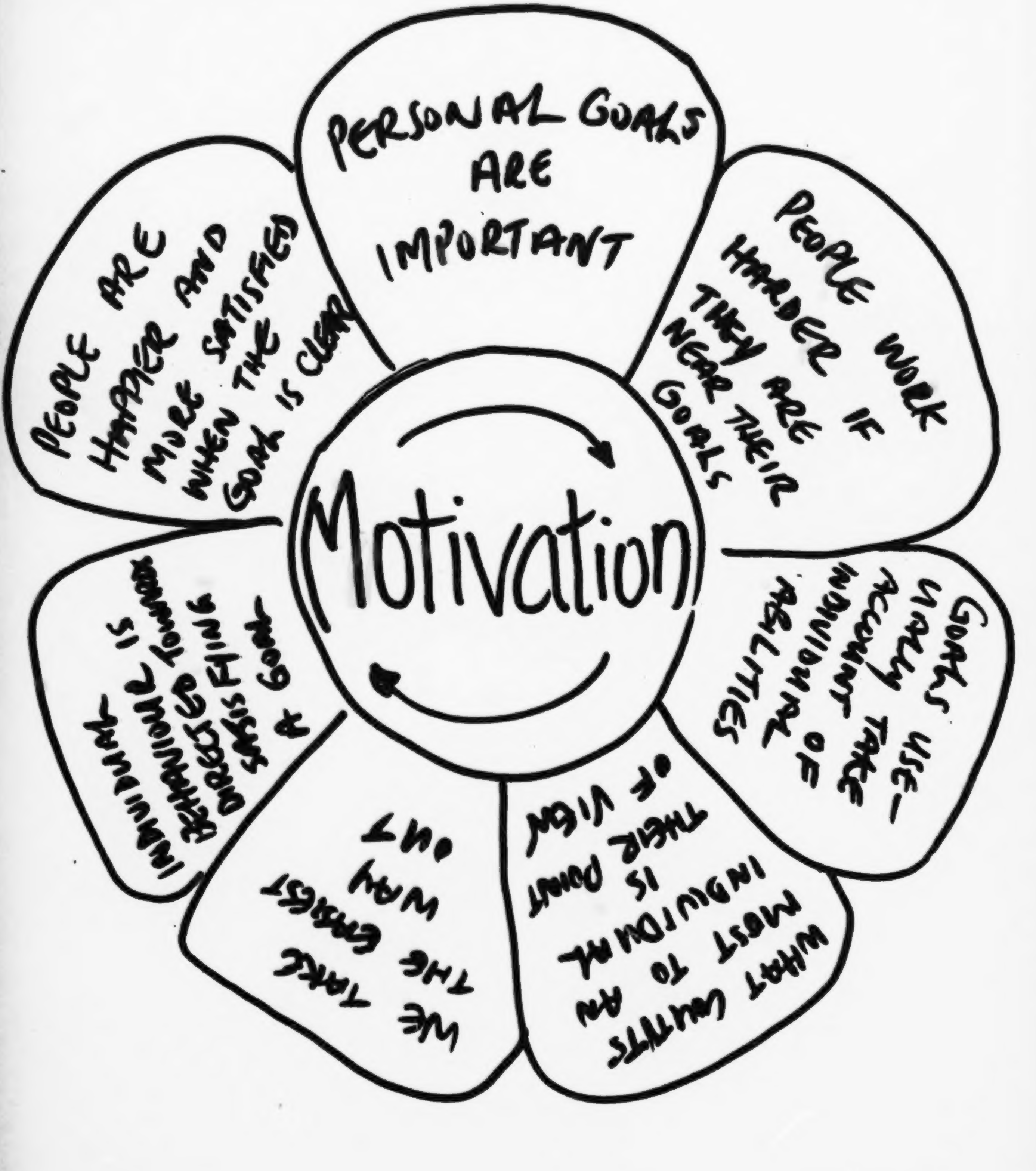
I AM VERY FOND OF FISH FRED.

_____

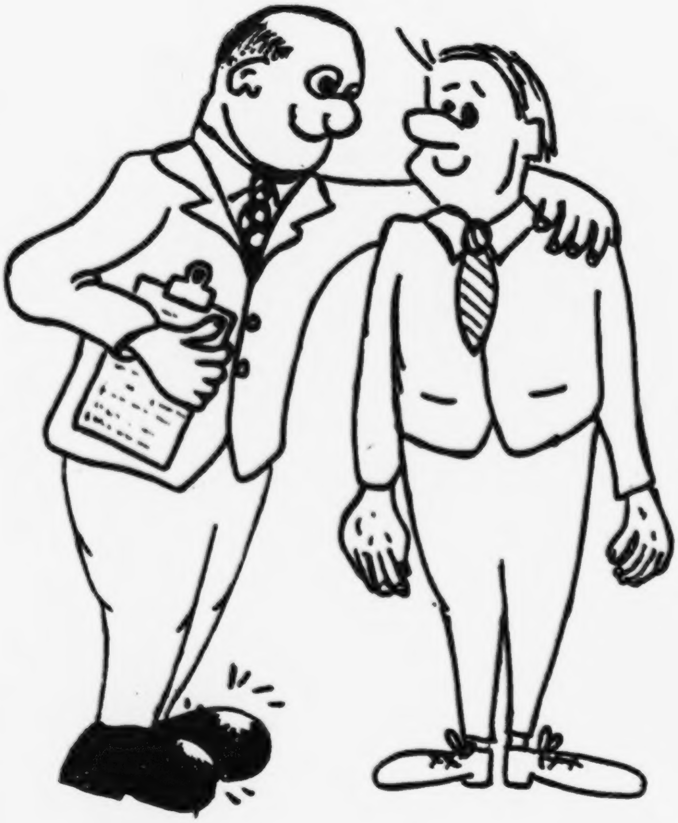
SO AM I JIM.

ENCLOSURE 15




PERSONAL GOALS ARE IMPORTANT
PEOPLE WORK HARDER IF THEY ARE NEAR THEIR GOALS
GOALS USE- UALLY TAKE ACCOUNT INDIVIDUAL OF ABILITIES
WHAT COUNTS MOST TO AN INDIVIDUAL IS POINT THEIR OF VIEW
WE TAKE THE EASIEST WAY OUT
INDIVIDUAL BEHAVIOUR IS DIRECTED TOWARDS SATISFYING A GOAL
PEOPLE ARE HAPPIER AND MORE SATISFIED WHEN THE GOAL IS CLEAR
Motivation

HUMAN RELATIONS



BASIC PRINCIPLES OF HUMAN RELATIONS

(1) PEOPLE ARE ALL DIFFERENT TO SOME DEGREE.

(2) PEOPLE ARE ALL VERY MUCH ALIKE.

SESSION: (4) LEARNING, THE LEARNER AND THE JOB INSTRUCTOR.

SCOPE:

(1) HOW AND WHY PEOPLE LEARN.

(2) THE WAYS PEOPLE LEARN, THEIR SENSES AND RETENTION.

(3) LEARNERS AS INDIVIDUALS.

(4) PROBLEMS FACED BY LEARNERS.

(5) THE JOB INSTRUCTOR.

AIM:

COURSE MEMBERS ARE TO:

(1) EXPLAIN HOW AND WHY PEOPLE LEARN, AND ITS SIGNIFICANCE TO JOB INSTRUCTORS.

(2) IDENTIFY FACTORS THAT AFFECT LEARNING.

(3) RECALL PROBLEMS FACED BY LEARNERS.

(4) RECOGNISE FACTORS THAT CONSTITUTE SUCCESSFUL JOB INSTRUCTION.

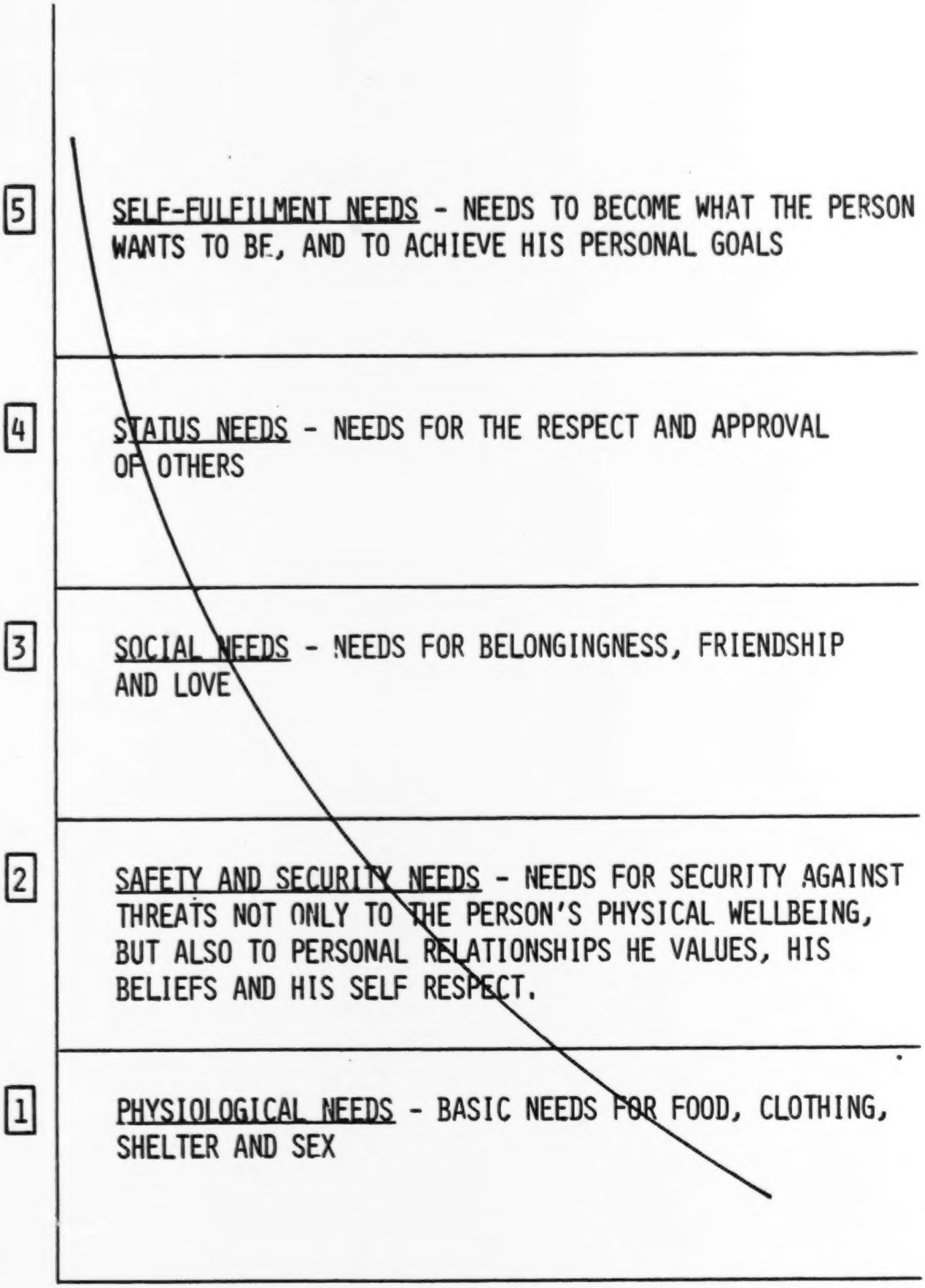
METHOD:

(1) GROUP STUDY AND PRESENTATIONS.

(2) TUTOR BRIEFING.

(3) CLASS QUIZ AND RESULTS.

ENCLOSURE 19



5 SELF-FULFILMENT NEEDS - NEEDS TO BECOME WHAT THE PERSON WANTS TO BE, AND TO ACHIEVE HIS PERSONAL GOALS

4 STATUS NEEDS - NEEDS FOR THE RESPECT AND APPROVAL OF OTHERS

3 SOCIAL NEEDS - NEEDS FOR BELONGINGNESS, FRIENDSHIP AND LOVE

2 SAFETY AND SECURITY NEEDS - NEEDS FOR SECURITY AGAINST THREATS NOT ONLY TO THE PERSON'S PHYSICAL WELLBEING, BUT ALSO TO PERSONAL RELATIONSHIPS HE VALUES, HIS BELIEFS AND HIS SELF RESPECT.

1 PHYSIOLOGICAL NEEDS - BASIC NEEDS FOR FOOD, CLOTHING, SHELTER AND SEX

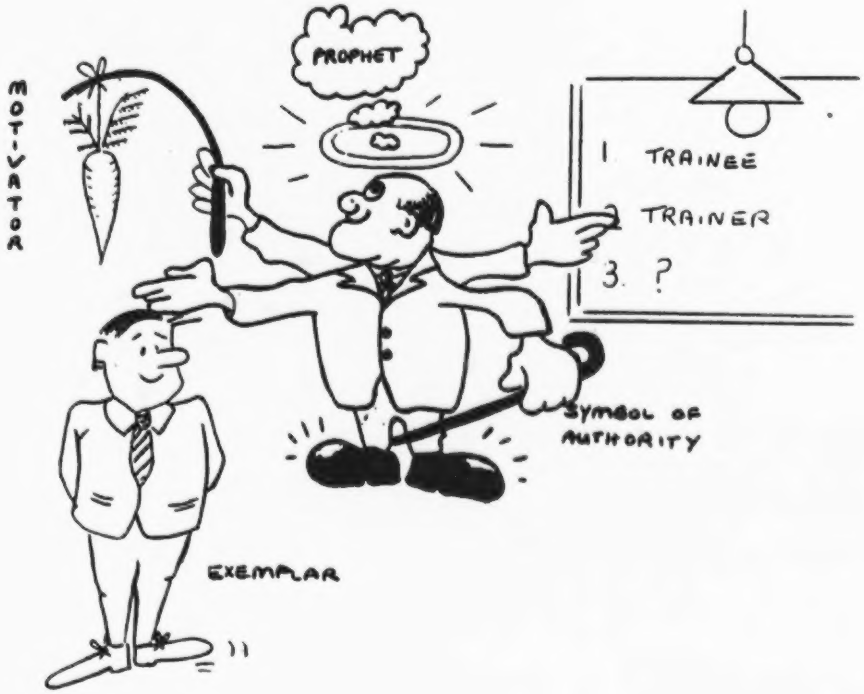
ENCLOSURE 20

MORE Effective Learning

WHEN WE ÷ KNOW

INCENTIVES TO LEARN

THE JOB INSTRUCTOR



- 1 THE 'IDEAL' INSTRUCTOR
- 2 THE 'GOOD' INSTRUCTOR
- 3 THE 'BAD' INSTRUCTOR
- 4 THE 'SUCCESSFUL' INSTRUCTOR

YOUR GUIDE

- SET A GOOD EXAMPLE.
- BE: (1) FAIR (2) FIRM (3) FRIENDLY.
- SEE THROUGH THE TRAINEES EYES.

SESSION: ⑤ THE TEN PRINCIPLES OF GOOD JOB INSTRUCTION

SCOPE:

THE "TEN PRINCIPLES".

(1) SETTING THE AIM.
(2) PLANNING.
(3) PREPARATION.
(4) SEQUENTIAL STEPS.
(5) MAINTAIN INTEREST.
(6) USE CORRECT SENSES.
(7) ACTIVE TRAINING.
(8) KEEP IT SIMPLE.
(9) CONFIRM BY STAGES.
(10) LEARN AT YOUR OWN RATE.

AIM:

COURSE MEMBERS ARE TO:

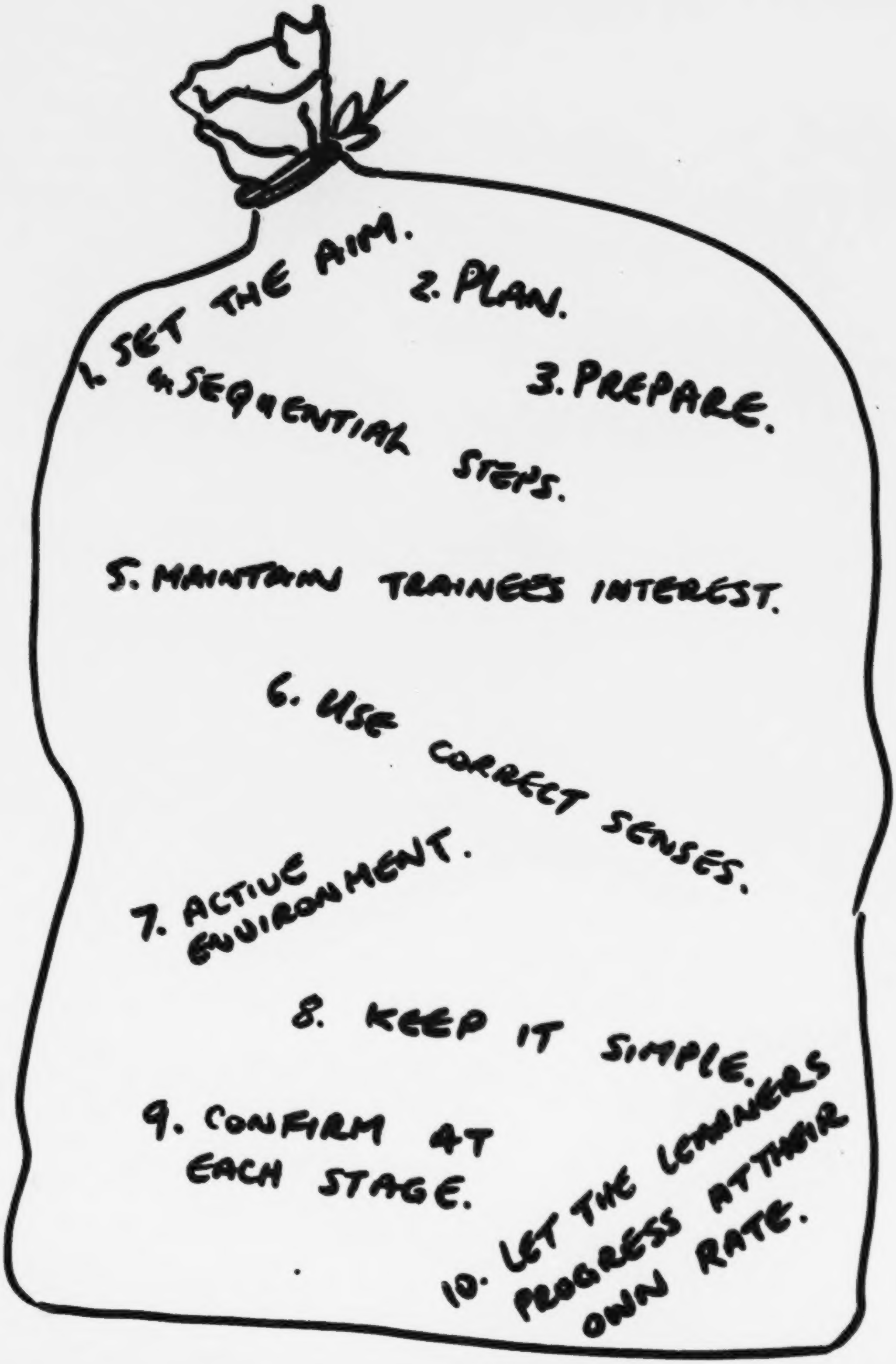
(1) EXPLAIN THE SIGNIFICANCE OF EACH PRINCIPLE TO JOB TRAINING.
(2) APPLY THE TEN PRINCIPLES IN A PRACTICAL EXERCISE LATER IN THE COURSE.

METHOD:

(1) GROUP STUDY AND PRESENTATION
(2) TUTOR BRIEFING.
(3) CLASS QUIZ & RESULTS.

ENCLOSURE 24

THE TEN PRINCIPLES OF GOOD JOB INSTRUCTION


1. SET THE AIM.
2. PLAN.
3. PREPARE.
4. SEQUENTIAL STEPS.
5. MAINTAIN TRAINEES INTEREST.
6. USE CORRECT SENSES.
7. ACTIVE ENVIRONMENT.
8. KEEP IT SIMPLE.
9. CONFIRM AT EACH STAGE.
10. LET THE LEARNERS PROGRESS AT THEIR OWN RATE.

SESSION: ⑥ INSTRUCTION METHODS

SCOPE:

(1) PROGRESSION FOR JOB-INSTRUCTION.

(2) TELL - SHOW - DO & CHECK.

(3) GENERAL FORMAT FOR A SESSION.

(4) THEORY, DEMONSTRATION & PRACTICAL.

(5) COMPARE METHODS.

(6) QUESTIONS & ANSWERS.

AIM:

COURSE MEMBERS ARE TO:

(1) RECALL THE COMMON LEARNING PROGRESSION FOR JOB TRAINING.

(2) RELATE COMMON TRAINING METHODS TO TELL - SHOW - DO & CHECK.

(3) USE THE GENERAL FORMAT FOR JOB INSTRUCTION.

(4) FRAME, PUT AND RECEIVE QUESTIONS.

METHOD:

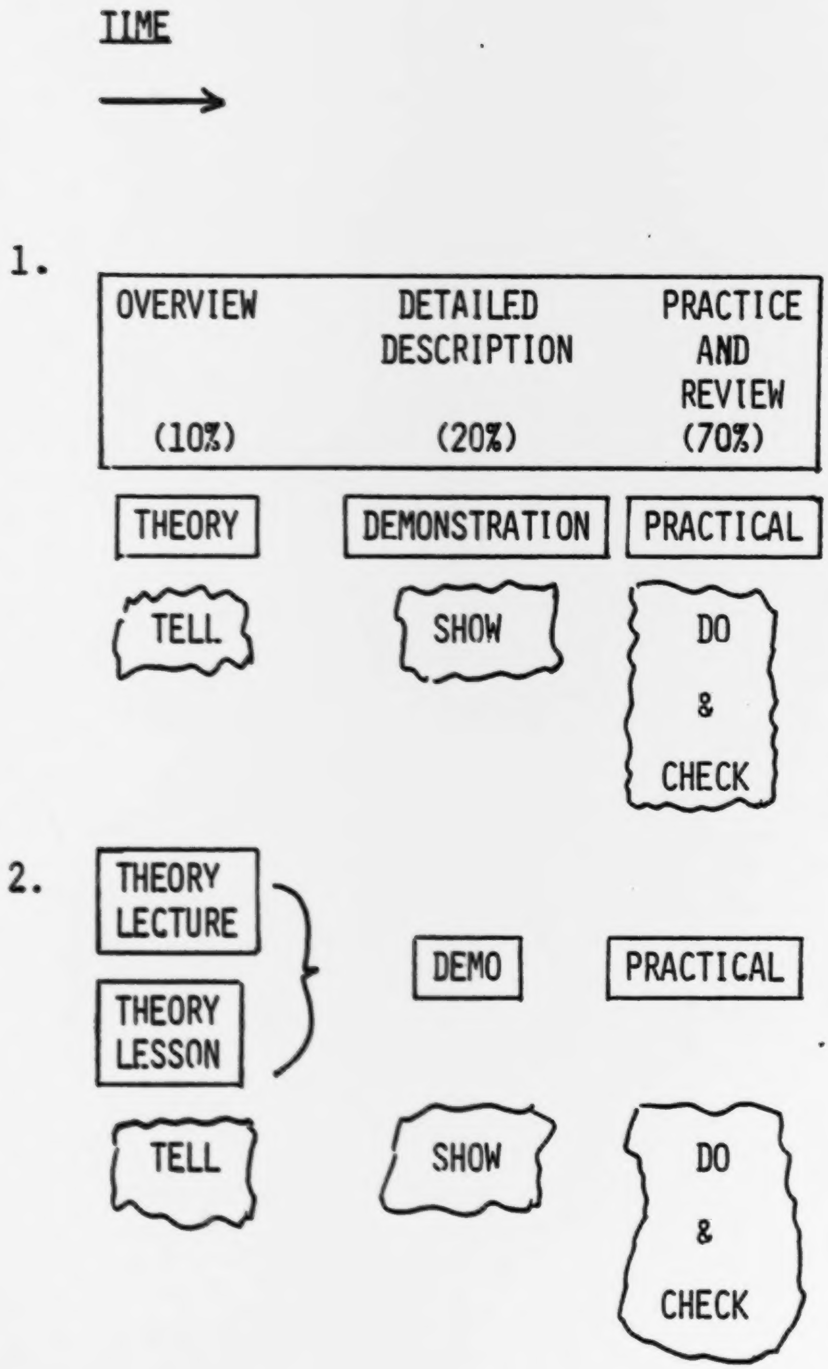
(1) LECTURE BY TUTOR.

(2) COMPLETION PRECIS.

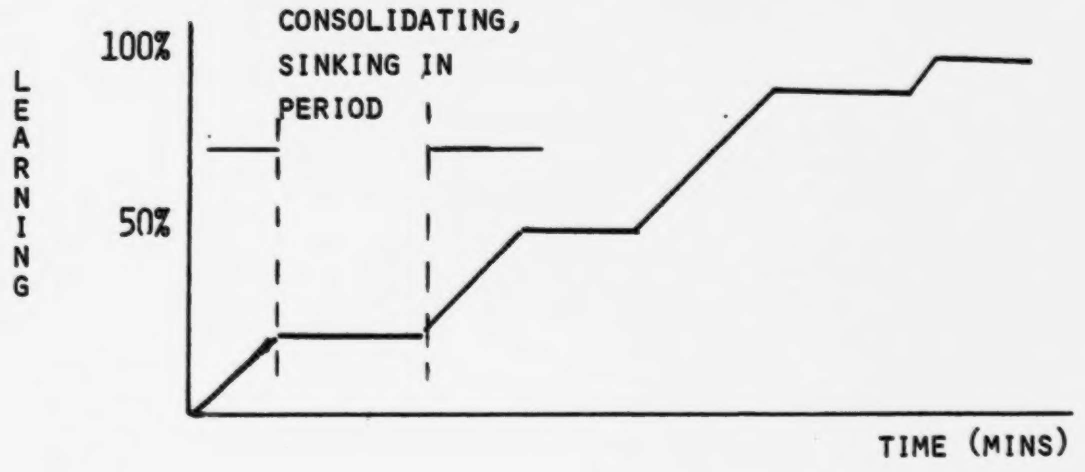
(3) EXERCISE AND QUIZ.

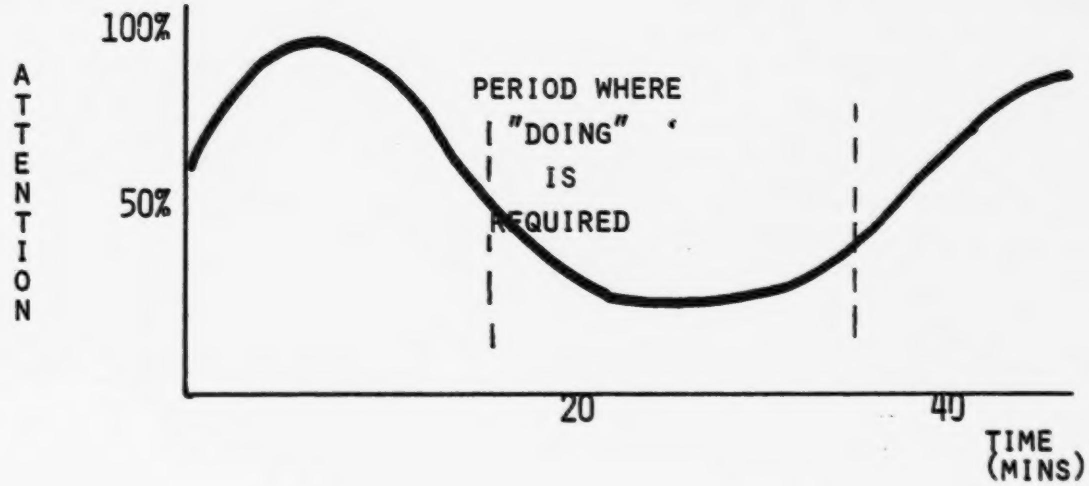
ENCLOSURE 26

BASIC PROGRESSION



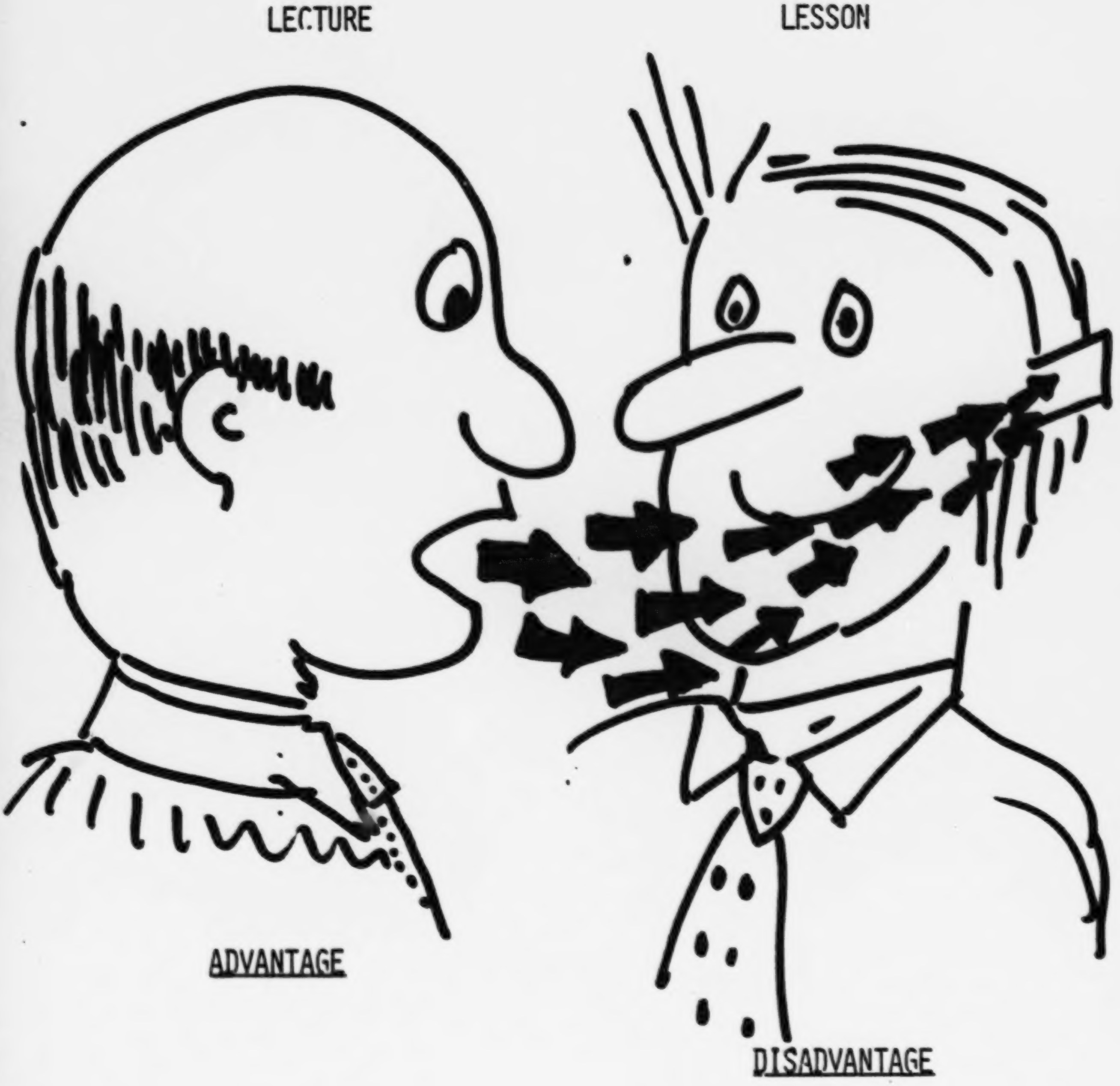
SATURATION AND CONCENTRATION





ENCLOSURE 28

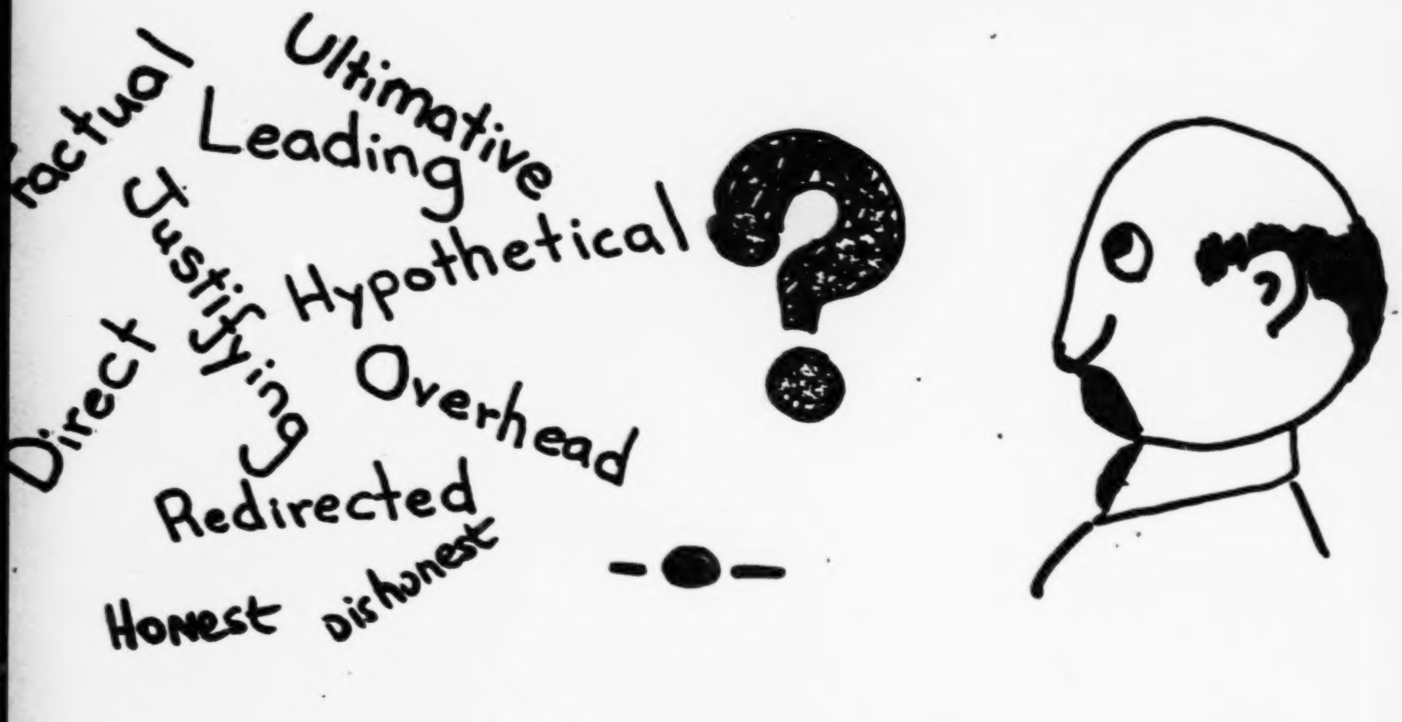
ORAL INSTRUCTION



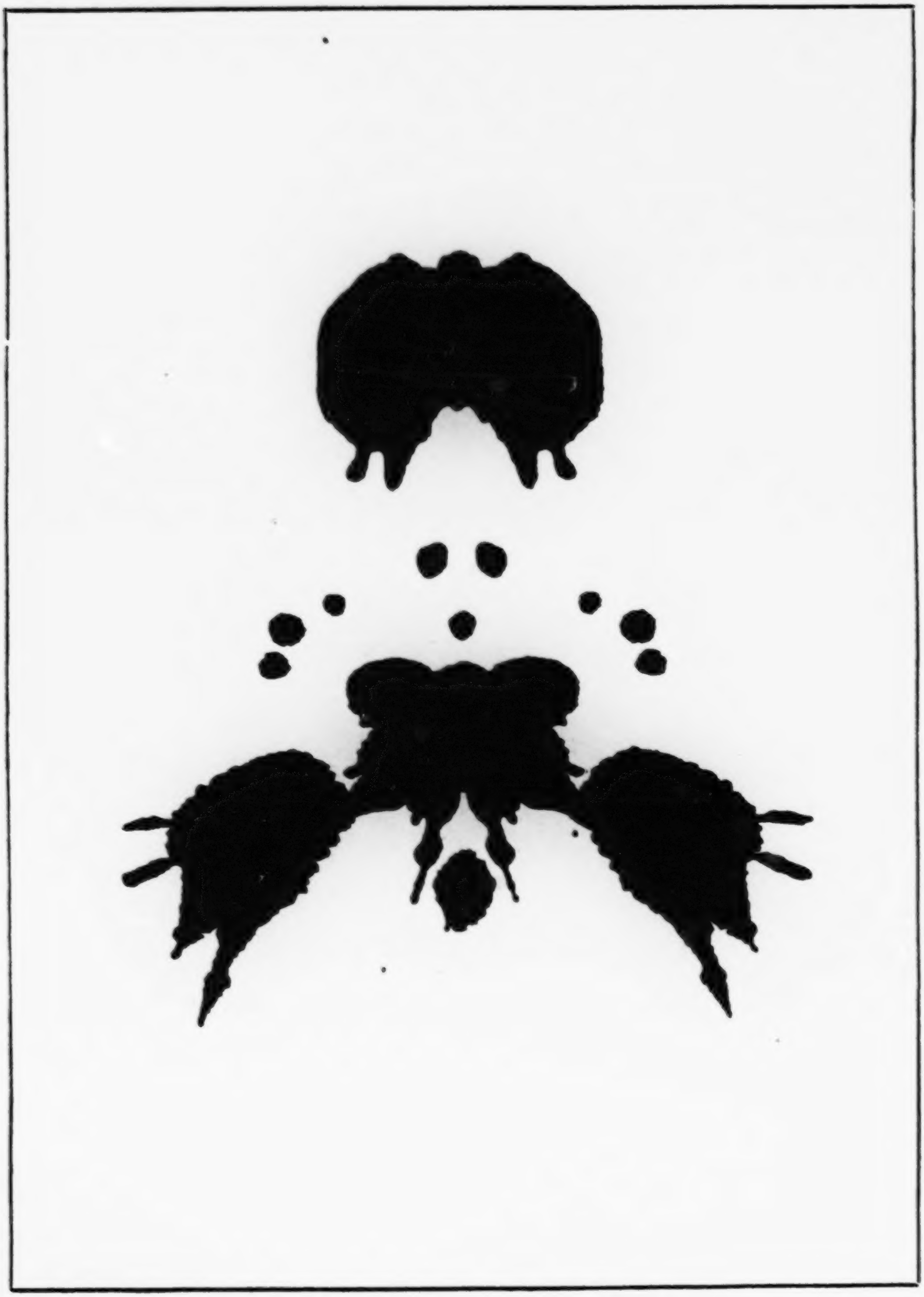
Advantages:-

Disadvantages:-

ENCLOSURE 30

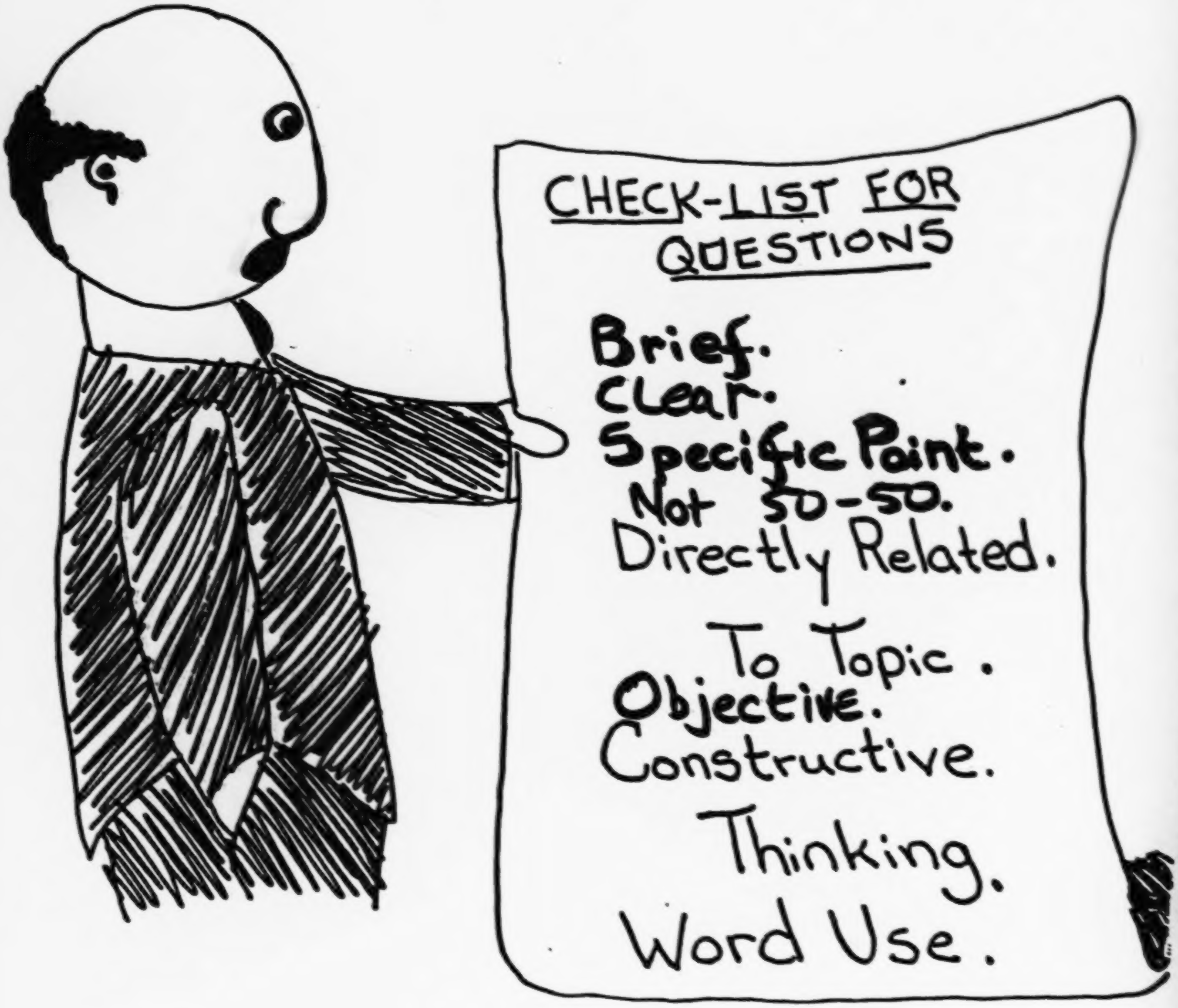


ENCLOSURE 31



ENCLOSURE 32

FACTORS IN USING QUESTIONS



SESSION: (7) AIDS TO INSTRUCTION

SCOPE:

(1) RELATING SENSES TO THE SUBJECT OF TRAINING AIDS.

(2) TRAINING AIDS SUITABLE FOR THE ON-THE-JOB INSTRUCTOR.

AIM:

COURSE MEMBERS ARE TO:

(1) EXPLAIN THE AIMS OF TRAINING AIDS.

(2) RECALL THE COMMON TYPES AND THEIR USES.

(3) USE SIMPLE AIDS IN A PRACTICAL SETTING.

(4) IDENTIFY PROPERLY PREPARED NOTES AND PRECIS.

METHOD:

(1) TUTOR LECTURE.

(2) EXERCISE.

(3) COMPLETION PRECIS.

SESSION: ⑧ PREPARATION FOR JOB INSTRUCTION.

SCOPE:

(1) STATE THE AIM OF THE TASK.
(2) WRITING THE LEARNING OBJECTIVES.
(3) THE MEASURES TO BE USED.
(4) PRODUCING A JOB-BREAKDOWN.
(5) PRODUCING A TRAINING TASK-BREAKDOWN.

AIM:

COURSE MEMBERS ARE TO:

(1) WRITE A TRAINING AIM AND LEARNING OBJECTIVE.
(2) PREPARE A JOB-BREAKDOWN AND TRAINING TASK-BREAKDOWN.
(3) RECALL THE PRINCIPLES OF SELF PREPARATION.

METHOD:

(1) TUTOR LECTURE.
(2) EXERCISE (CLASS AND GROUP).
(3) PRACTICAL TASK.

ENCLOSURE 35

SESSION: ⑨ CONFIRMING THE LEARNING.

SCOPE:

(1) RELATING THE AIM, OBJECTIVE AND CRITERION MEASURES.

(2) PRODUCE A CORRECT DIRECT AND INDIRECT MEASURE.

(3) SELECTING AN APPROPRIATE TEST.

(4) FAULT RECOGNITION AND ANALYSIS.

AIM:

COURSE MEMBERS ARE TO:

(1) PRODUCE AN ADEQUATE MEASURE.

(2) WRITE A DIRECT MEASURE FOR A TRAINING TASK.

(3) COMPLETE A FAULT RECOGNITION AND ANALYSIS PROCESS FOR A PRACTICAL EXERCISE.

METHOD:

(1) TUTOR LECTURE.

(2) CLASS AND GROUP EXERCISE.

(3) PRACTICAL EXERCISE IN SESSION 11.

SESSION:

⑩ ADMINISTRATION TASKS ASSOCIATED WITH JOB TRAINING.

SCOPE:

(1) STORAGE FOR INFORMATION.
(2) TIMETABLES AND PLANS.
(3) REPORTS AND RECORDS.
(4) APPRENTICES.

AIM:

COURSE MEMBERS ARE TO:

(1) PREPARE A SIMPLE BLOCK TIMETABLE.
(2) PREPARE A WORKGROUP TIMETABLE.
(3) EXPLAIN THE LAYOUT OF A RECORD BOOK.
(4) QUOTE THE REASON FOR KEEPING BASIC RECORDS AND THE "GOLDEN RULE".

METHOD:

(1) TUTOR AND CLASS JOINTLY EXAMINE EXAMPLES OF THE ABOVE AND DISCUSS VARIOUS ASPECTS.

ENCLOSURE 37

SESSION:

(11) HOW AM I DOING? :
A PRACTICAL EXERCISE.

SCOPE:

(1) EXERCISE "PLUGS AND SOCKETS".

(2) EXERCISE DEBRIEF.

(3) EXERCISE "PLUGS AND SOCKETS - FAULT RECOGNITION AND ANALYSIS".

AIM:

CLASS MEMBERS ARE TO:

(1) APPLY INSTRUCTIONAL AND LEARNING PRINCIPLES COVERED THUS FAR IN A PRACTICAL EXERCISE.

(2) CORRECTLY CARRY OUT A FAULT RECOGNITION AND ANALYSIS PROCESS.

METHOD:

(1) PRACTICAL GROUP EXERCISE.

SESSION:

⑫ HOW AM I DOING? :
A KNOWLEDGE BASED EXERCISE.

SCOPE:

(1) EXERCISE "INDUCTION TRAINING".
(2) EXERCISE "DEBRIEF".
(3) EXERCISE "RESULTS".

AIM:

CLASS MEMBERS ARE TO:

(1) APPLY INSTRUCTIONAL METHODS AND LEARNING PRINCIPLES COVERED THUS FAR TO A KNOWLEDGE BASED EXERCISE.

METHOD:

(1) KNOWLEDGE BASED GROUP EXERCISE.
(2) POST EXERCISE QUIZ.

SESSION: ⑬ THE CONCLUDING SESSION.

SCOPE:

(1) CLOSING OVERVIEW.
(2) COMPLETING A REACTIONNAIRE.
(3) CLASS DEBRIEF.
(4) FOLLOW UP ACTION.
(5) FINAL ADMINISTRATION.

AIM:

CLASS MEMBERS ARE TO:

(1) VISIT FORMERLY SET IN-COURSE OBJECTIVES AND DETERMINE IF THESE HAVE BEEN SATISFIED.
(2) REVALUE THEIR POST-COURSE OBJECTIVES AND DISCUSS THESE IF NECESSARY.
(3) EXPRESS THEIR REACTION TO THE COURSE THROUGH A QUESTIONNAIRE.

METHOD:

(1) TUTOR SUMMARY AND ISSUE VTC HANDBOOK.
(2) QUESTIONNAIRE.
(3) OPEN FORUM.